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WAR WORK OF THE ST. LOUIS PUBLIC SCHOOLS

ADVANCE PRINT FROM THE ANNUAL REPORT
OF THE SUPERINTENDENT OF INSTRUCTION
1917-18

BOARD OF EDUCATION
ST. LOUIS, MO.
SEPTEMBER, 1918

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September, 1918.

To the Honorable Board of Education of St. Louis:

Gentlemen:

I take pleasure in transmitting to you the following report which summarizes the war work in the St. Louis public schools for the year ending June 30, 1918.

In doing so I wish to acknowledge the great impetus given to this work by your splendid spirit and prompt action in meeting every opportunity that came to assist the Government through the use of the schools. I wish also to acknowledge the great loyalty and patriotism of my colleagues in this work, the Assistant Superintendents, Supervisors, Principals, Teachers, and also of the pupils in the schools, whose splendid spirit and untiring efforts to serve our country are worthy of the highest praise.

Respectfully submitted,

JOHN W. WITHERS,

Superintendent of Instruction.

FOREWORD.

The following report is a statement of the war work of the St. Louis public schools for the year ending June 30, 1918.

From the first it was the aim of the Board of Education and of the Department of Instruction, first, to aid the national Government in every way possible and to the full extent of our ability; second, to take advantage of the opportunities afforded by the war to stimulate and improve the customary work of the schools instead of allowing the war work undertaken to hinder in any way the education of the children; third, to make use of the war to teach a true and lasting patriotism by having the children realize not only the full meaning of the war and why we are engaged in it, but also experience the patriotic joy that can only come through the consciousness of directly working for our soldiers and otherwise aiding the Government in carrying on the war.

In his opening address to the principals and teachers at the beginning of the school year the Superintendent outlined what in his judgment should be the policy of the schools in relation to the war and called attention to the difficult double duty of vigorous, effective war work and at the same time of clinging tenaciously to the fundamental purpose for which the schools are maintained. There is little use of making America and the world safe for Democracy if in doing so we permit the coming generation of men and women to be so undeveloped in mind and body as to be unable to enjoy the benefits of Democracy. The nation has in fact no more important duty, even in time of war, than the proper conservation and development of the physical, mental and spiritual life of its children.

The year was started with a broad and vital conception of the meaning of patriotism and patriotic education. It was pointed out that patriotism means much more than

respect for the flag, reciting of an oath of allegiance to one's country, and the singing of patriotic songs. It involves the whole of one's being. It means fervent devotion to one's country, not a blind devotion but one that is based upon a full and clear understanding of what one's country really is, what it has been in the past, and what it now stands for in the life and history of the world. More important still, true patriotism involves conduct, continuous and consistent, that is always in keeping with such devotion and such knowledge. The child as well as the adult needs to know that he has a right to be called patriotic, wherever he may be and whatever he may be doing, if he is true to our national ideals and labors honestly and earnestly to do something that the country needs to have done.

That full advantage might be taken of the opportunity to teach patriotism in this sense it was necessary to refuse several prizes that were generously offered by patriotic citizens to stimulate endeavor on the part of teachers and children and increase the results of various kinds of war work, since this would obviously defeat the purpose by substituting a selfish motive of winning a prize for the satisfaction of consciously rendering a real service to the country. The results clearly showed that when the children realized they were rendering such service no artificial stimulus or selfish motive was needed to make them do their best.

The general policy then agreed upon was faithfully carried out and greatly extended during the year. The unselfish, whole-heated devotion of the Assistant Superintendents, Supervisors, Principals, teachers and children was worthy of the highest praise. From the Board of Education down to the smallest child in the kindergarten there was the most splendid cooperation. The spirit of the Board of Education in meeting promptly every request of the Government was also the spirit of the teachers and the children in the schools.

In addition to their work in the schools and with the children, the teachers rendered valuable assistance in many important ways outside of school hours. Notable among these was the assistance given to the various Ward Boards in connection with the selective draft. Nine hundred and sixty-seven teachers rendered 5048 part days service to twenty-seven Ward Boards.

In the preparation of this report the Superintendent is indebted in one way or another to almost every one employed in the schools. A questionnaire was sent out from the Superintendent's office to all of the schools. This was promptly filled out and returned giving full information as to how much and what kinds of work each school had done. Among those who assisted in compiling the report are Mr. F. L. Wiley, who had general supervision of the work; Mr. C. G. Rathmann in organizing the section on the Thrift Stamp Campaign; Mr. Geo. Platt Knox, Miss Mary A. Thompson and Mr. Philo S. Stevenson, the section on Red Cross and Junior Red Cross; Miss Alice Lachmund, the Section on Food Administration; Mr. R. A. Kissack, the section on the Technical Training of Men in the Selective Draft; Mr. John J. Maddox and Mr. W. C. Reavis, the section on the Adjustment of the Curriculum and School Activities to War Conditions; Mr. Chas. B. Goddard, assisted by the principals and teachers of the high schools, the section dealing with the work of the high schools; and Dr. E. George Payne the section on the work of the Harris Teachers College and the report on the Liberty Loan Campaign. The picture were taken by Miss Elyse C. Crecelius. It is to be regretted that for lack of time these were confined to relatively few schools.

THE ADJUSTMENT OF THE CURRICULUM AND SCHOOL ACTIVITIES TO WAR CONDITIONS.

During the period of the war and particularly throughout the year which has just closed the schools of Saint Louis have taken advantage of the opportunity afforded for doing various types of work intended primarily for winning the war. The schools of the city have sold Thrift Stamps and Liberty Bonds; they have made a thorough canvass for Red Cross memberships and subscriptions; they have provided various articles needed by the soldiers and sailors; and they have gone to work consciously to inculcate those ideas of thrift, economy, and patriotism which our national government has felt necessary for the successful termination of the struggle in which we are engaged. In this report, however, it is not the purpose to dwell upon what the schools have done in the way of war winning service either in raising funds for the final blow to autocracy or in providing equipment for our boys at the front or in spreading among our adult population an intelligence regarding the righteousness of the principles which have guided us in the conduct of this war. The question with which we are concerned is: What gain has come to the schools themselves from participation in this war work? The schools have rendered a service which has gained distinct recognition from those most interested in winning this conflict. In rendering that service, however, there has been a reaction upon the schools themselves which makes of this war a real blessing to the educational interests of our city. The principals and teachers have been given opportunity to report the extent to which the war work has interfered with the regular work of the school and the extent to which it has been a benefit to the work in hand. From almost every school comes the unqualified statement that the result of our war winning service upon what is regarded as regular school work is a net gain. The feeling is very general that the war work

has not interfered in the least with the work for which our system of education is maintained, but that, on the other hand, participation in these activities has resulted in very definite changes which will enable the schools to function much more completely as an educational institution. The school people of Saint Louis believe that the work of education has profited from our participation in a work which was undertaken primarily from a sense of patriotic duty. We are not willing to say that we have given up the work of education for the war; we perfer to think of having advanced the cause of education in our city while rendering to our national government all the service that lay within our power. It is the purpose of the following discussion to point out as definitely as possible how the adjustment in content and method has been made in various subjects of the curriculum and how, in turn, this readjustment has been of real service considered from an educational point of view.

Industrial Arts.

The type of manual work ordinarily done in the elementary schools outside of the Manual Training, Sewing and Cooking for boys and girls of the 7th and 8th grades has been confined chiefly to raffia work and cardboard construction in connection with Drawing. Schools having ungraded rooms frequently go beyond this program and provide some work in brush-making, scroll saw work, cement work, manual training work, sewing and crocheting. Some of the schools have added work in printing and weaving for certain classes. This has usually been done at the expense of the community. This work, however, has been more or less conventional and while making a strong appeal to many pupils, it has been lacking in many instances in the vital motives that are needed to carry it beyond the formal stage.

But with the introduction of the war spirit into the schools these types of manual work underwent many changes and natural adjustments. Much of the old work has been abandoned and in its place new types of activities designed to render direct assistance to the Government in its task of winning the war have been substituted. These changes and modifications will be described and illustrated by photographic cuts in the following pages.

1. KNITTING.

The old art of knitting has been revived and has been found to be especially suitable for children of all ages. In addition to making the leisure time of child-power count in aiding the Government, the work has proved quite attractive to the children and has been a valuable contribution to the newer manual activities of the school. It has furnished real problems for the children to solve with the added value of a satisfaction resulting to them from the making of articles designed for war use. Such garments as socks, sweaters, scarfs, caps, belts, hospital quilts, etc., have been knitted by the children with as high a standard of workmanship and as quickly as have been done by adults. Boys have taken to this work as readily as the girls. They seem to regard this art, which for a long time has been considered a feminine accomplishment, as a work worthy of the best skill that boyhood can command. The work has been carried on chiefly during leisure hours. Some children have voluntarily given up recess intermissions to knit; others knit as soon as school tasks are finished, while others do all their work at home. In most of the schools knitting clubs have been organized by various groups of children under the direction and supervision of teachers. These classes usually meet at the close of the school day for a certain period of time on certain days of the week. From these clubs much good has resulted to individual members and to the school as a whole

through the opportunities provided for the socializing process. The illustrations which follow will show the specific types of knitting that have been carried on in various schools.

The Knitting Club in a school having only five grades, showing the different garments the children are knitting.

A Group of Open Air Knitters, knitting and enjoying a rest at the noon hour.

A group of baby knitters. The little children are doing their part as well as the older children.

Three star knitters. They are not ashamed of their accomplishments.

2. QUILTING.

In addition to the knitted quilts made through the cooperative work of both boys and girls, the girls of certain schools have added sewing to their list of activities and have utilized both handwork and sewing machines in making hospital quilts from cloth scraps secured through donation and salvage. All the processes of quilting have been performed by the girls and fine finished products have been turned out for use in the Red Cross hospitals. While this work has not been extensively done in the schools, it is significant in that where it has been undertaken problems related to the work of the school have arisen in connection with designing and computation that have afforded excellent opportunities for putting to use the regular work of the class room.

A group of girls working on a quilt that will soon be ready for use in some Red Cross hospital.

3. WEAVING.

The Jefferson Elementary School in particular has made extensive use of weaving in connection with the manual activities of the upper ungraded rooms. Large

and small looms have been installed in the classrooms and are used by the pupils during their leisure time in weaving rag floor rugs and warp cloth for making bags for the soldiers. These products have been utilized by the Red Cross and the children have had the added interest of producing articles of real use to the Government. A considerable amount of the material used in making the rugs was obtained by the pupils from salvage and waste. This, in itself, has brought to the children a most valuable lesson in thrift. The introduction to this new work has furnished new motives for much of the preliminary work in designing, choice of colors and arithmetical computations essential to successful rug weaving and has stimulated the work of the school in drawing and arithmetic.

A group of children at work sewing and sorting rags and weaving at the looms. The picture also shows a number of finished rugs which have already been promised to the Red Cross for use in buildings at various cantonments.

4. THRIFT GARDENS.

The school thrift garden has been a feature among the numerous manual activities of the elementary schools in their campaign in encouraging and stimulating thrift.

It has afforded many projects and problems for the work in drawing, reading, composition, arithmetic and nature-study and has proved in most cases to be worthy of its name; for these gardens have provided much valuable food for the families of the thrift pupils, while the surplus has been marketed and converted into cash to swell the funds of the Junior Red Cross. Many of the children have utilized their study of the thrift school garden in the making of home thrift-gardens, which will provide food for the family and money with which to buy thrift stamps during the vacations. The following cuts will show how the pupils have changed the destiny of many waste plots of ground without marring the scenic beauty of the city and how they have contributed to the movement to increase the food supply of the nation.

Children working in their cornfield back of the school.

An exhibit of thrift garden products from the gardens of the Gallaudet School for Deaf Children.

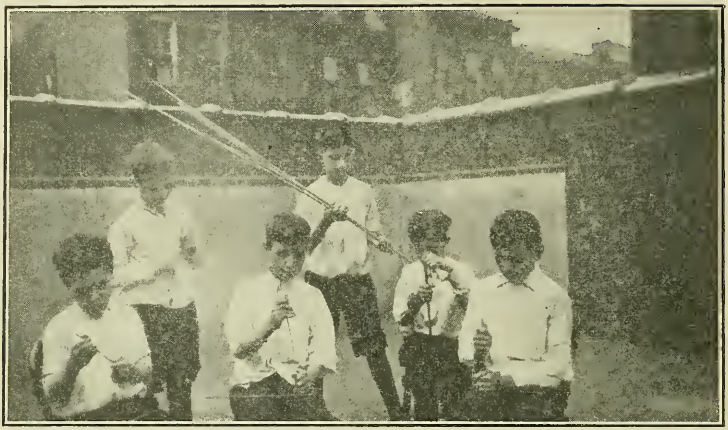
5. POULTRY RAISING.

Some of the children of the schools have been encouraged to undertake poultry raising in their back yards and are having unusual success from their efforts. This project stimulates the reading of the pupils, and also taxes their constructive skill in designing and constructing suitable coops for their broods. The children are urged to keep accurate accounts of all expenses and profits and to convert the latter into Government thrift stamps.

These boys are earning their thrift stamps by raising poultry in their back yards.

6. MISCELLANEOUS ACTIVITIES.

The manual activities introduced in the schools as a result of the war have been varied in character, and the quantity production of many articles has been surprisingly large in proportion to the limited time given to such work. The following cuts will show some of the varied activities of different schools, which for the most part, have come into particular schools through responsiveness to the needs and problems that have arisen in the schools and community, in its attempt to cooperate in meeting and fulfilling Government requests.



This cut shows boys engaged in the making of knitting needles for the children of the school. The knitting needles are made out of strippings obtained from cigar boxes. The children find them as satisfactory as any needles on the market.

A room of 2nd grade children engaged in making gun-wipers for the soldiers. This product has been turned out in large quantities by this school and the children have been deeply interested in doing their part to help win the war.

A group of girls cutting and sewing rags for rug-weaving and inspecting the finished kits for the soldiers.

This cut shows some of the manual work made by the children of a special school. This work was sold at an exhibition and the funds were turned in to the treasurer of the Red Cross.

A group of children inspecting knitted garments finished by one room in a week.

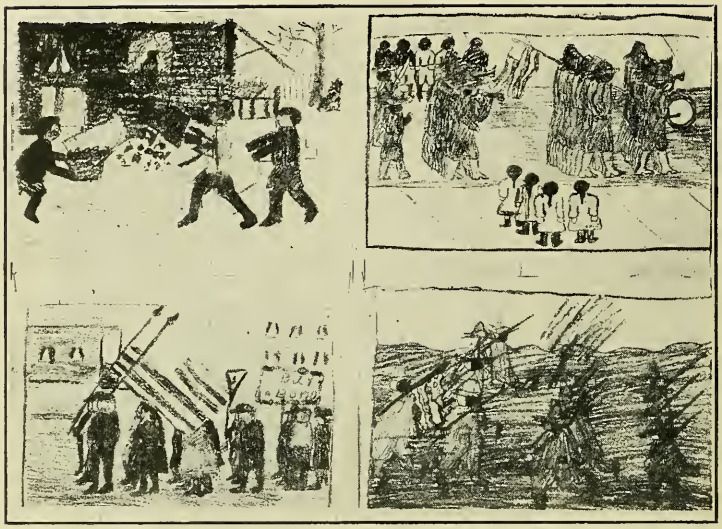
Drawing.

The war activities of the schools have provided many problems for the work in drawing that have challenged the initiative and ingenuity of the children, and have greatly encouraged this form of expression. The results are apparent in every school and every community of the city. The children have eagerly seized upon the themes that are publicly discussed and have realized that they could speak effectively on these same themes with a language that appeals to the eye. They have also realized the practical importance of drawing in connection with their reading and class-room discussions, not only as a means of educating the public regarding the needs of the country but also as a direct factor in conducting many of the war activities. This has stimulated observation and investigation and as a result, the drawings of the children, while colored by the war spirit, represent a greater variety

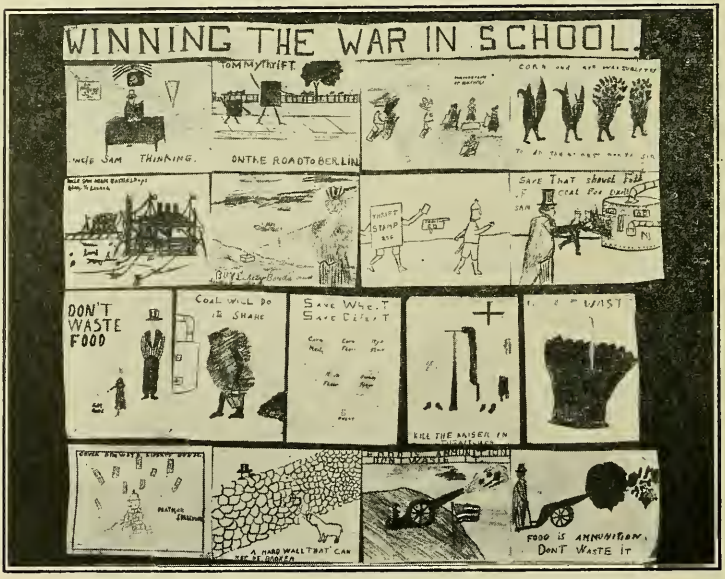
of subjects than is usually found in elementary school drawings. The principal contributions have been made along the lines of thrift, Red Cross work, Liberty Loan drives, etc. Many posters have been made for the purpose of giving publicity to these movements and of educating all the people of the home community to the necessity of responding to all the requests of the Government for co-operation in the task of carrying on the war. These posters have been displayed before the children of the schools, the families at home, and in public places.

The drawing exercises have been more purposeful and the results have been up to the standard in every respect, in fact many of the teachers state that they have never before had so much interest manifested in drawing or secured such satisfactory results. This is true not only in illustrative drawing and the drawing of objects and figures, but also in the use of color as a means of accurate representation.

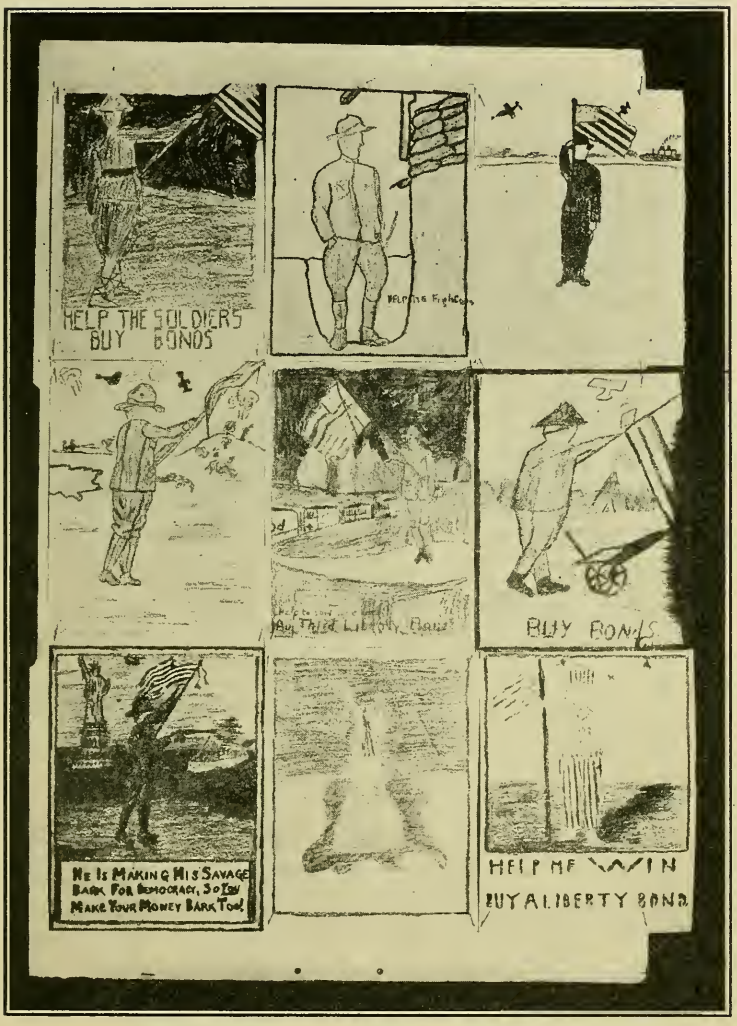
The following photographic cuts present a few examples of the work in illustration and the poster work done in some of the grades of certain schools. This work may be regarded as typical of what has been done in all of the elementary schools of the city.



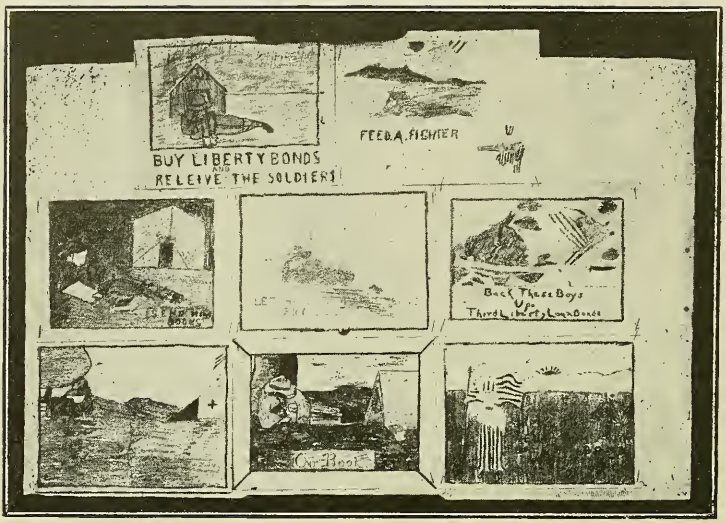
Illustrative drawings showing war activities. Three of these were made by children of the 3rd grade of the colored schools.



The drawings of this cut were made by children of the 4th grade They show the children's conception of how the war is to be won.



The posters shown in this cut were made in the drawing class of 7th grade children. They were used to create public opinion and co-operation in the school district for war activities.



This cut shows additional posters made by children of the 7th grade.

History.

The war conditions and the resulting activities of the schools have had a most desirable influence on the work in history, both from the standpoint of educational value of history to the pupils and from improved methods of treatment of historic materials. As one principal states it, "The history classes have studied time-worn facts with a new motive—their bearing on the present crisis." As another sees it, "The relation of war activities to the problems of history teaching has resulted in the adoption of a more effective type of classroom procedure. Pupils have realized more immediate motives for studying history, consequently they show greater enthusiasm, work harder and cooperate better in the recitation than formerly."

There seems to be a general recognition of these facts by the history teachers of the city. They have realized that the present furnishes the live problems and provides

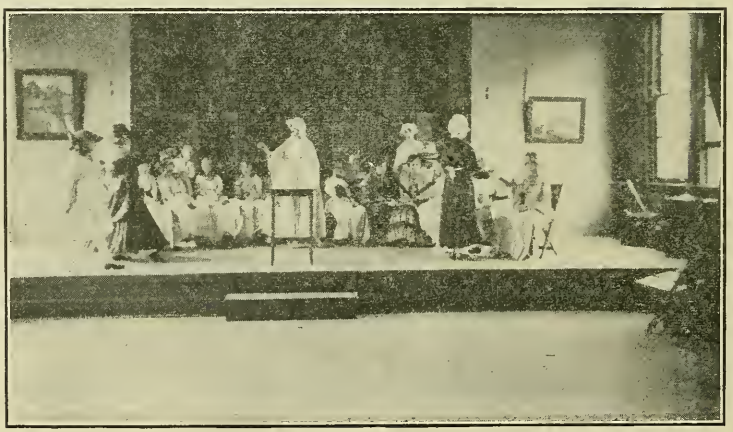
the real motives that enlist the interests of the pupils in the study of the past, not for the past's sake but for the purpose of understanding it and applying its lessons to the solution of present day problems. The practical way in which this important lesson has been brought to the attention of the teachers through the linking of the war activities of the schools with the ideals of service and self-sacrifice that have always actuated the American people in national crises reveals the true aim of history teaching in the elementary schools, and points out the error that has frequently been made of treating facts and events as isolated happenings instead of situations typical in many respects to the problems of the present that have to be met by individuals, states and nations.

The problems of the present war have raised in the minds of the pupils, particularly of the 7th grade in the study of the Revolutionary War and those of the 8th grade in the study of the Civil War, many points that were not thought of by previous classes when studying the same events. Questions relating to the issues involved, the principles at stake, the responsibilities that had to be met by the stay-at-homes in the way of substitutes for staple food products, economies and public services have come up and have stimulated extensive study and search. Comparative study with respect to numbers involved, kinds of arms, methods of warfare, transportation, communication, loss of life, care of wounded, number of prisoners, treatment of prisoners, destruction of property, and standards of honor, shows that America's wars have always had justifiable causes. These struggles for principles and ideals have been made more real, more interesting and more valuable as a result of the pupil's participation in the war activities of the present; and the study of these past events as typical situations in relation to the present crisis reveals to the pupils the true nature of our national

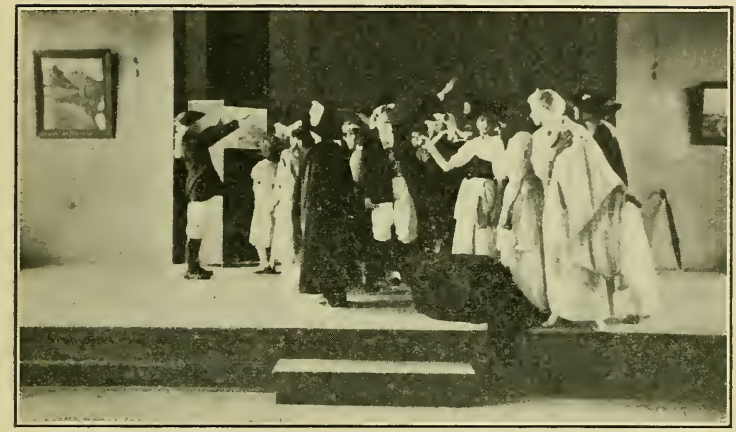
ideals, and develops a feeling of personal responsibility for maintaining and continuing these ideals.

The relation of the history work to the participation of the children in the Red Cross contributions, to the sale of Liberty Bonds and thrift stamps, salvage of various kinds, thrift gardens, conservation of food, four-minute speeches, patriotic parades and public meetings, and to current events that have received considerable attention in connection with the history work of the schools, has assisted the pupils in catching the real spirit of many historic events. This has been shown in the increased interest in many of the schools in historic pageants and the dramatic presentation of significant historic events.

The following cuts illustrate a few of the activities in history that have been more real and vital to the children as a result of their active participation in the activities of the war.



A picture of a dramatic presentation given by 7th grade children showing Mrs. John Hancock as hostess to a group of colonial dames at a Boston tea-party at which a pledge is taken to drink no more tea until the tax has been removed.

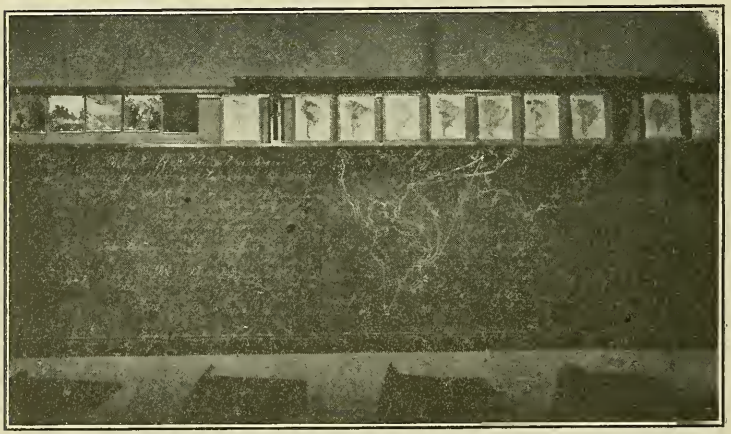


In this picture 7th grade pupils are shown in a crowd gathering on a street in Boston, reading a poster which had just been posted to notify the citizens of Boston of the King's proclamation of a tax on tea. A messenger is seen in the distance shouting that the ships of tea will arrive at the port of Boston on the morrow.

This cut shows the same groups of children holding a protest-meeting in the Old South Church of Boston with reference to the tea tax and the announced arrival of the tea ships. The Mohawk Indians have just arrived and the meeting is in the act of voting a decision regarding the reception of the tea.

Geography.

The work in geography has been greatly enriched by the attention given to war problems in the schools. The true aim of modern geography teaching could never have been made so apparent to the teachers as it has been made through the effect the war has had on every person through the interruption of commercial relations between nations. This has been clearly brought to the attention of the pupils through a consideration of projects and problems designed to explain many of the commercial relations that existed before the war, changes that are taking place in the interim, and the modifications that are sure to take place as a result of the forced adjustments that have necessarily been made by the nations of the world in attempting to meet the new conditions imposed by the war.



This picture shows some blackboard work on a problem designed to explain the effect the present war has had on the trade conditions of South America with the United States. It is the work of a 7th grade class. Much work similar to this has been done in other schools of the city.

This picture shows the children of a 3rd grade class in a dramatization of offering the garments they have knitted to a Belgian mother and her child who have been rendered homeless by the war. This was used to motivate a lesson on clothing.

In addition to this type of work much interest has been aroused in the more advanced geography classes in attempting to find out the part played by physiographic factors in the successes and failures of both sides in the war.

Nature Study.

The work in nature study has been made more vital in the schools as a result of the introduction of the thrift problems and food conservation. These activities have provided strong immediate motives for the increase of knowledge in nature study, and have been followed by the development of a keener and finer appreciation than ordinarily results from this work.

This cut shows the children working in their gardens and gathering material for the most practical kind of nature study.

Arithmetic.

The keenness with which teachers have felt the necessity for impressing upon the children the importance of saving—saving money, food, fuel, clothing, etc., has prompted them to introduce many of these topics in their arithmetic classes. They have reported that the calculation connected with the discussion of these various subjects has resulted in arousing interest in more economical living. Throughout the city the teaching force has re-

sorted to arithmetical work as a means of teaching the necessity and the meaning of conservation and the patriotic duty of investing our money in government securities. While the war time problems have been introduced primarily for the purpose of rendering a patriotic service they have, at the same time, provided splendid motivation for teaching much that is regarded as fundamental in the course of study. Teachers have availed themselves of the opportunity of using such lists of problems as those provided in "Food Problems" by Farmer and Huntington and "Thrift Problems" prepared by Professor David Eugene Smith. The value of these lists and others prepared by the teachers themselves will be seen by glancing over the following typical problems all of which have been selected from problems upon which some class was at work.

Problems Connected with Saving and Investment in Thrift Stamps.

(1) If one Thrift Stamp cost 25c, how much will you have to pay for 2 Thrift Stamps?

(2) A boy finds that he can save 5c a week for Thrift Stamps. How much can he save in a year?

(3) If you can help your parents save $1 by being more careful about your clothing, how many Thrift Stamps can be bought with the amount?

(4) An electric light bill was $15.20 winter before last. By being careful not to waste the light it was $4 less last winter. How many Thrift Stamps can be bought with the money saved?

(5) Most people can save $4.18 if they try to do so. Suppose that in June 1918 our population was 102,900,000, and that ⅓ of this number bought one War Savings Stamps at $4.18, how much would our government receive from the sale?

(6) There are 985 pupils in our school today. How much money would it bring into our United States Treasury if each pupil bought one Thrift Stamp? If 4/5 of our pupils made purchases?

THRIFT STAMP PROBLEMS SHOWING THE NECESSITY FOR LENDING TO THE GOVERNMENT.

(1) Our soldiers must have cartridges. Each cartridge costs 5c. If you lend our government 25c by buying a Thrift Stamp, you lend it enough to buy how many cartridges?

(2) Our government finds that 100 bayonets cost $215.00. How many Thrift Stamps will it take to buy 100 bayonets?

(3) Three woolen blankets to keep a soldier warm next winter will cost $18.75. At 25c each, how many Thrift Stamps should our room buy to pay for these blankets?

(4) In our fight for a safe world our soldiers must have shelter tents. The Government finds that it can buy 1,000 such tents for $2,967.80. When War Savings Stamps are selling at $4.18 each, how many must be sold in order to raise enough money to buy them?

(5) Every soldier needs a good overcoat for the cold winter in the trenches. Such a coat costs $14.92. If the schools of Saint Louis buy 357 War Savings Stamps in one day at $4.18 each, how many overcoats can be bought with the amount raised?

(6) If a manufacturer charges dealers at the rate of $8.34 for a woolen blanket, but sells such blankets to our government, for the soldiers, at a discount of 25%, how much will 100 blankets cost? How many War Savings Stamps, bought at $4.17 each, will it take to pay for these blankets?

(7) Good shoes for our soldiers retail at $7.50 a pair, but our government can buy them in large quantities at 20%—15% off this price. How much does our government pay for each pair? How many War Savings Stamps at $4.18 each, will it take to pay for 10,000 pairs?

PROBLEMS IN FOOD CONSERVATION.

(1) What would be saved in Saint Louis if every family saved $35.00 each year on food? How much in the state of Missouri?

(2) Let us suppose that the average waste of wheat flour per family in the United States is one ounce per week. How many pounds would be wasted in one week by the 20 million families in this country? How many pounds per year? About how many barrels?

(3) How many pounds of meat could be saved by the pupils of this school if each pupil observed two meatless days a week and saved .4 pound of meat twice each week? For how many days would the meat saved feed a soldier who eats 1.25 pounds of meat daily?

(4) If every person in the United States ate no more than 2 ounces of fats daily, instead of 3.42 ounces, how much would be saved by the 102,000,000 people?

(5) If each of our 20 million families wastes ¼ ounce of butter daily, find how many pounds are wasted daily. Using Saint Louis prices find how much money is wasted.

(6) The food value of 1 quart of milk is about the same as that of 9 ounces of round steak or 8 eggs. Using Saint Louis prices see which is the most economical food, and what per cent more expensive than milk the other two are.

(7) Each person in the United States consumes on the average 90 pounds of sugar each year. He needs only 4/5 pound a week. How much is consumed each year that is not needed? How much could be saved if the average use of sugar by each person in this country were reduced to what he needed?

(8) Our allies need 2,700,000 tons of sugar. What per cent of this could be saved through the saving outlined in problem 7?

A group of boys weighing the tin foil collection for the week and figuring its value. The two boys to the left are guessing the weight before weighing.

English.

The teaching of English in the elementary school has undergone a great change throughout the country within

the last few years. Not so many years ago the laws of grammar were handed down to our children in the most formal, abstract manner. It was no uncommon thing to see the lesson assigned, in its entirety, as a matter of memory work. Then there came an improvement in the method by which the work was made less abstract. The laws of grammar were given to the children, ready made to be sure, but teachers sought to give these laws connection with reality by a series of examples and illustrations. But today another step has been taken which, we believe, brings us much nearer the ideal method of procedure. Teachers, at least the better class of teachers, are not assigning the rules and laws of the language to the children for memory work, neither are they handing over these laws, ready made, and then seeking, through example and illustration, to show their connection with life; but they are leading the children, through their own experience with the language, to the discovery of these laws for themselves. Instead of beginning with the laws and principles of the science in the hope that such a study will improve the use of the language, we now begin with the language, improving its use through practice, permitting the discovery of laws and principles to follow as a sort of by-product of language teaching. This point of view makes it imperative upon the teacher to seek real, live situations in which the child is interested for the purpose of providing themes for oral and written expression. The free discussion of war topics has brought to the teachers this year a genuine opportunity for up-to-date work in the English language. We can do no more in this brief discussion than point out a few of the topics, arising from our participation in war winning service, which have given vitality to the English work.

Throughout the city the schools have undertaken to conserve useful material which is going to waste. The children have been urged to bring to school collapsible

tubes, old rubber tires, rubber shoes, zinc, etc. How this activity was made the motive for unusual language work may be judged from the following report of a seventh grade teacher: "It had been decided that, although salvage articles might be brought to the school at any time, if a certain date were set apart for a big collection throughout the school much confusion and waste of time could be avoided and the amount of the weekly collection enhanced. May 3rd was made special Salvage Day. This information was not given to the entire school in advance, but only to the seventh grade room which was to undertake the proper advertising of the special collection. The children immediately set to work to make Salvage Day a success. They aroused intense interest and curiosity among teachers and pupils by a series of 'hints' on the bulletin boards and blackboards of the various rooms, such as the following: 'What is going to happen May 3rd?' 'Will you help May 3rd?' 'Help us make May 3rd a big success.' 'W-S-D-May 3rd.' In order to give the parents an opportunity to begin collecting and saving at home, the announcement of Salvage Day and an explanation of what each child could do to make it a success was made by large blackboard notices four days before the event took place. In the meantime the room was divided into three groups—one, to prepare four-minute speeches on salvage, one to write letters to parents asking for their help, and one to write letters to all the teachers in the school appealing to them to urge this collection upon the children and their parents. On the afternoon of May 2nd the four-minute speakers, accompanied by two Boy Scouts in uniform carrying between them a huge wicker basket laden with sample salvage articles, went from room to room. As the speakers appealed to the children the articles asked for were displayed on the teacher's desk. An accompanying clown added to the interest and enthusiasm by his antics with an old rubber shoe and a discarded automobile tire

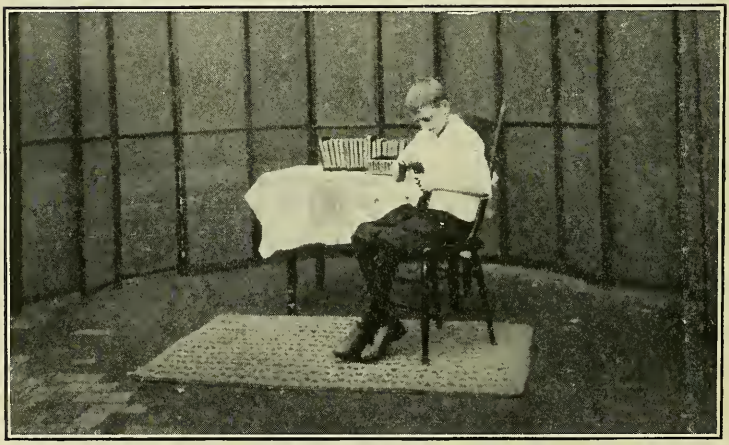
which he brought from home. It is true that many dollars worth of material was collected as a result of this endeavor, but, at the same time, it proved to be a splendid exercise from the standpoint of English. This was the children's problem from beginning to end. From an educational point of view, to say nothing of its original purpose of raising Junior Red Cross funds, it was an extremely worthwhile piece of work."

The work on the Third Liberty loan in a school where the children disposed of bonds to the amount of nearly 160,000 dollars may be described as showing how that situation was used by the teachers to give motive to the work in English. A contest for four-minute speakers was arranged. Two incentives prompted the children—all the children in the room—to put forth their very best efforts in preparation for the speeches. One was the honor of being appointed as a Four-Minute speaker for the government and the other the special privilege of appearing before the Parent-Teacher Association. Every pamphlet, newspaper, picture show four-minute speech, and other articles having a bearing upon the subject were absorbed by the children. Appeals to parents and friends for "points" were made. Every child in the rooms concerned prepared and gave his speech before his classmates. From these speeches the children themselves selected twelve to be delivered in the final contest. The principal and four teachers acted as judges in the final delivery and awarded the honors. In this contest some children never known before to show any particular interest in this kind of work made a splendid showing. Children in other rooms immediately began to clamor for a four-minute contest. This form of motivation was used effectively even in the lower grades.

Four-minute contest speakers from a school having no grade above the fifth.

The English class affords a splendid opportunity for arousing enthusiasm over worthy war-time activities because here we find the work based upon a free discussion of interesting topics. In one of our schools after about two weeks of free discussion in the English classes of the Thrift Stamp problem a series of tableaux were arranged in order to show the pupils of the school and their parents the various methods used by the children in raising money to invest in these government securities. The problem set for solution was: How to raise money with which to buy Thrift Stamps. Each pupil was permitted to report to his classmates one means of raising money for this purpose—a method which he had already tried or which he proposes to try in the near future. After presentation orally to the class these reports were committed to writing for use among other pupils (here the significance of a real motive was very evident), and then each pupil was given the opportunity of posing, in such costume as he

might design and make, before the assembly of parents and friends. The following give some idea of the type of tableaux presented: (a) Putting in coal (b) Raising chickens (c) cutting the grass (d) Darning stockings (e) Paring potatoes (f) Raking leaves (g) Selling papers (h) Saving through self-denial (i) Selling homegarden products (j) Sawing wood.



Showing how some school boys make and save money for investment in Thrift Stamps.

One of the most interesting lessons in upper grade work in one of our schools was entitled "Mother Goose Up to Date." As you read these Mother Goose Rhymes and war limericks observe how the work of this English class is correlated with the thought of the hour.

There was a ruler of Prussia,
Who tried to get France and Russia;
But try as he might
He'll not win the fight;
So, vexed is this ruler of Prussia.

Joan of Arc saved France 'tis true;
Now Uncle Sam doth call on you
To help along our nation;
Buy Liberty Bonds is one good way;
Another, Thrift Stamps buy each day,
And practice conservation.

Sing a song of sixpence,
A pocket full of money;
Go buy a Thrift Stamp
And be a patriot, Sonny.

Tell me, little maid of France,
Did they make the Kaiser dance?
Thrift Stamps we will buy;
Instead of dance we'll make him cry,
And help you, maid of France.

Mistress Mary, quite contrary,
How does your garden grow?
With corn and wheat and tomatoes sweet,
And bell peppers all in a row.

Mary believed in conservation,
For she wished to help the nation;
Everything that she did eat
Was a substitute for meat and wheat.

The Third Liberty loan
Will make the kaiser groan;
When he hears how we are buying,
The Yankee boys without trying
Can oust him off his throne.

Mary had a Liberty Bond
Its cause was white as snow,
And everywhere that Mary went
The Bond was sure to go.

Uncle Sam: Any pupil or scholar
Who has a whole dollar,
With it, what shall he do?
Children: We used to buy
Cakes and pie,
But now it goes to you.

Von Hindenburg is a very good general,
A very good general is he,
But when he sees General Pershing,
No more Von Hindenburg there will be.

Jack Sprat could eat no fat,
His wife could eat no lean;
So in these times of war,
They lick the platter clean.

Uncle Sammie had a soldier,
Placed a gun upon his shoulder,
Sent him o'er the foam to fight,
Let us help him with all our might.

Sing a song of Liberty Bonds,
A pocket full of wheat,
Four and Twenty Thrift Stamps
Will hasten Old Bill's defeat

Kaiser Bill went up the hill
To take a glimpse at France;
Kaiser Bill came down the hill
Because he didn't have the chance.

Poem composed by a Seventh Grade girl inspired by the school salute to the flag:

THE COLORS OF THE FLAG.

There is a flag, a grand old flag,
The red, the white, the blue;
It is so precious to my heart,
And I know it is to you.

The red is like the hero's blood,
Which was shed for me and you;
So now, dear classmates, let us prove
That we to it are true.

The white is like the purity
Of our dear freedom's land,
And may it reach across the sea
And clasp our allies' hand.

The blue is like our soldiers true,
Who are ever pressing on
To win the day, the blessed day,
When victory shall be our song.

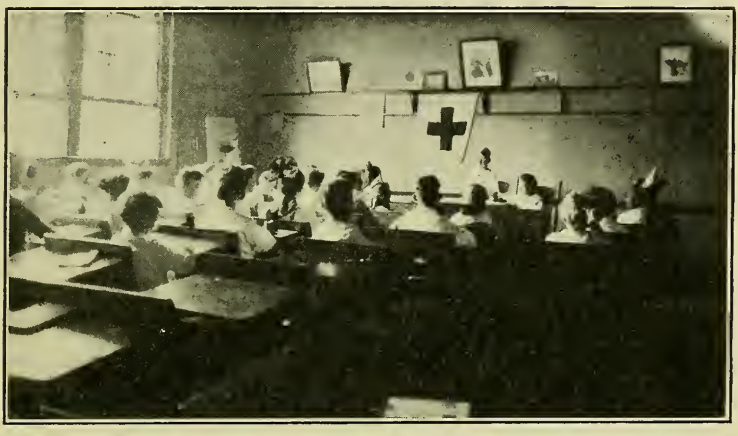
So let us all salute our flag
The red, the white, the blue,
And ever with our loyal hearts
Prove that we to her are true.

Conclusion.

In the foregoing discussion it has been pointed out how the teachers of the city have seized upon the problems of war and made them serve as a stimulus for more vital work in the various subjects of the curriculum. From all sections of the city there has come the unqualified statement that the war activities to which we have given attention have been made the motive for doing the best possible kind of school work. Teachers and principals, very generally, state that participation in those things which are occupying the attention of the community about us has actually enhanced the opportunity for teaching those ideas, facts, and principles which we regard as fundamental in elementary school education. But we must not stop here. To evaluate properly the result of this work, we must ask ourselves: What effect has it had on conduct? The chief concern of education is to affect behavior in some desirable way. In the last analysis, this is the purpose of every school exercise. It is in this direction that the schools have done their most significant work during the past year. Growth and development, whether intellectual or moral, comes through the recognition of a problem and participation in its solution. The school children have been made to feel the keenness of the problematic situations

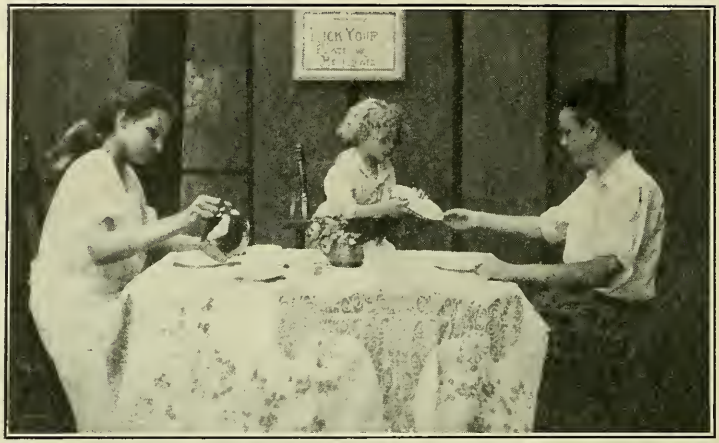
with which we are all concerned, and they have been given the opportunity of participating in meeting the demands of the time.

The following pictures, represent how the teachers of our entire city have realized the value of permitting the children to assume a reponsibility.



A business meeting of teachers and pupils in which plans were perfected for carrying on Junior Red Cross work.

Pupils preparing school garden lettuce for sale—money to be devoted to Junior Red Cross.



Children making an appeal, in their own way, for conservation in the home.

A splendid representation of what has gone on all over the city—student committees from upper grades caring for morning collection of paper.

Who can measure the value to society of such activities as these, each of which is characterized by the opportunity for development in initiative, responsibility, and the socialized conscience?

THRIFT STAMP WORK IN THE ST. LOUIS PUBLIC SCHOOLS.

The campaign was opened on December 21, 1917. At a principals' meeting held during the preceding week the objects of the movement were determined and discussed and the plan of work for all the schools was adopted.

The four objects of the campaign are to teach patriotism and loyalty, to awaken and stimulate in the children the desire to help their country, to lead them to acquire habits of thrift and to contribute to the extent of their ability to the means necessary to win the war.

The Thrift Stamp Campaign is one chapter in the text book which was used in our schools throughout the year to help us in teaching patriotism. The other chapters are the Liberty Bond Campaigns, the Red Cross Work, the Junior Red Cross Organization in the schools, the Thrift Gardens, Food and Fuel Conservation, Smileage Books for Soldiers, Donation of Books and Money to the Soldiers' and Sailors' Library Fund, the Training of the men in the Draft in our High Schools, and Training of Women who are to take the places of men in the draft, and many others. All of these activities have helped the teachers in our schools to make the children understand why we are in this war and what their duties to their country are.

Through the Thrift Stamp Campaign and the other activities in connection with the war the children have been made to realize that our country needs not only the help of every man and woman but of every child of school age, that each boy and each girl can and must do his share to help the country in every way possible.

While all the activities in the schools which the great war has made necessary are full of patriotic lessons and all of them give the children the best opportunity to help their country, the Thrift Stamp Campaign has a special mission which is to teach the children to save. Our pupils

were told that the money which they invested in the purchase of thrift stamps and war certificates is not given to the country but lent to her and that it will be returned to them with a handsome interest and that in giving all that they can save will not only be doing something for their country but for themselves as well.

The work was taken up with alacrity and enthusiasm by the principals, teachers and pupils. Postmaster Colin M. Selph kindly offered to have the letter carriers of the city furnish thrift stamps and war certificates to the teachers day after day and collect the money contributed by the children.

From the beginning of the campaign the children brought to school day after day and week after week what they could save. They would bring their quarter, the price of the thrift stamp, but besides the thrift stamps thousands of $5 war certificates and many $100 certificates were bought. In the schools attended by the poorer children however, the penny, the nickel, and the dime were the amounts most frequently brought. The boys and girls opened a bank account with the principal. They brought their little mite as often as they could and when they had deposited a quarter their thrift stamp was handed to them. They were as proud of the stamp, for the purchase of which they saved a week or longer, as others better situated were of their $5 certificates. The penny brought to school in many cases meant as much self-denial as that shown by the child in other schools who had contributed a quarter or even a dollar.

What was even more gratifying than the large sums of money contributed in all the schools was the spirit in which this work was done, the children's expression of love to their country and their strong desire to help her. Equally gratifying was the practice of self-denial, of readiness to make sacrifices manifested in every school in the city. Our children have learned to do without or

greatly reduce the little luxuries in which they had indulged, the attendance at motion picture shows, the use of candy, ice cream and chewing gum. The children were encouraged to depend not only upon the gifts from their parents, realtives and friends, but to find work after school and with their earnings buy thrift stamps and war certificates. They were made to understand that the stamp bought with the money they had earned through their work would be worth more to their country and to themselves than the one purchased with money given them.

Thus patriotism, self-denial, thrift and honest work are the key note of the Thrift Stamp Campaign. To save what they can save day after day and week after week for their country's sake and their own has become a habit with the children of the St. Louis Schools, a habit which they will take with them into life and which will make better men and women of them. How thoroughly established this habit has become is evidenced by the fact that during the weeks which were devoted to the Liberty Bond drive and the Red Cross work there was no interruption in the Thrift Stamp Campaign, and the amount of sales was but little, if any, less than during the other weeks.

There have been no drives in the Thrift Stamp Campaign. There has been no competition between schools or school rooms, no prizes have been given to the schools that reported the largest amounts of sales. The children have been made to understand that they must save because it is right to save, and because it is their duty to their country and to themselves.

Our schools are attended by children representing every nation in the world. Some of the schools are attended by children of foreign descent almost exclusively. The enthusiasm in the Thrift Stamp Campaign has been no less in these schools than in any of the others and no less on the part of the children who are descendants of those who were born in the countries with which we are

at war. The Thrift Stamp Campaign and all the other work in the schools, introduced because of the war, has been an excellent melting pot and has given all of our children an education which will help to make our country a country with one unified population, all Americans.

The total amount invested by the children of our schools in our schools in thrift stamps and war certificates is $315,468.50. This is more than $300,000 worth of help to our country and more than $3,000,000 worth of education in patriotism and thrift for our children. Our boys and girls have become bond holders, fully realizing all that it means. They are proud of being bond holders and creditors of their country. They have been taught to understand and to appreciate that a large part of the enormous debt which our country is compelled to contract during this war must be paid by them when they are men and women.

At the close of each week each school reported the amount of sales for the week. The sum reported for the different weeks from December 1st to the last of the term that has just closed, is listed below:

No. of Week	Week Ending	Amount Day Schools	Amount Evening Schools
First Week	December 21, 1917	$ 5,267.31	.....
Second Week	January 4, 1918	6,876.24	.....
Third Week	January 11, 1918	18,208.79	.....
Fourth Week	January 18, 1918	21,689.42	.....
Fifth Week	January 25, 1918	20,526.94	292.60
Sixth Week	February 1, 1918	22,873.86	1,200.70
Seventh Week	February 8, 1918	14,547.64	61.63
Eighth Week	February 15, 1918	10,835.48	823.77
Ninth Week	February 22, 1918	10,125.02	587.47
Tenth Week	March 1, 1918	14,336.18	647.35
Eleventh Week	March 8, 1918	9,486.02	702.45
Twelfth Week	March 15, 1918	9,289.24	743.54
Thirteenth Week	March 22, 1918	9,394.54	523.16
Fourteenth Week	March 29, 1918	11,842.66	1,779.55
Fifteenth Week	April 5, 1918	9,449.15	61.30
Sixteenth Week	April 12, 1918	12,546.00	354.00
Seventeenth Week	April 19, 1918	13,234.73	.....
Eighteenth Week	April 26, 1918	14,532.71	.....
Nineteenth Week	May 3, 1918	16,307.72	.....

No. of Week	Week Ending	Amount Day Schools	Amount Evening Schools
Twentieth Week	May 10, 1918	10,733.92	.....
Twenty-first Week	May 17, 1918	9,164.38	.....
Twenty-second Week	May 24, 1918	10,615.15	.....
Twenty-third Week	May 31, 1918	10,516.46	.....
Twenty-fourth Week	June 7, 1918	7,157.72	.....
Twenty-fifth Week	June 14, 1918	8,133.70	.....
Total for the day schools		$307,690.98	.....
Total for the evening schools		7,777.52	.....
Grand total, all schools		$315,468.50	.....

The good work will not be interrupted during the vacation period. There will be a teacher in each school of the city on some morning or afternoon of each week to receive the children's contributions and to give them their stamps and certificates. The amount of sales will be reported at the end of each week as heretofore.

The many activities in our schools made necessary by the war offer our principals and teachers excellent opportunities to give our children an education which will prepare them to become such men and women, such citizens as our country will need after the war. The principals and teachers have made the best possible use of these opportunities, and the children have responded in a way which should make our country and city proud of them.

THE SALE OF LIBERTY BONDS THROUGH THE SCHOOLS.

Perhaps there is no better illustration of the extent to which the schools have come to participate in war activities than their aid in the sale of Liberty Bonds. Furthermore, the activities of the schools in the three campaigns show the progressive tendency of the government organizations to rely upon the schools for propaganda and for actual war service. Perhaps, also, there is no better illustration of the way in which war activities have become a part of the school curriculum than in the part the schools have taken in these campaigns.

The work in history and English has found motives for intense stimulation and interest. The Liberty Bond Drives, particularly the Third, called forth oral composition and public speaking as nothing else has done, but this topic will be treated under the war activities in relation to the school curriculum.

In the first Liberty Bond Campaign, the schools did not enter actively into the sale of Liberty Bonds. In Circular Number Sixty, May 24, 1917, sent out by the Superintendent of Instruction, we find the following statement:

"LIBERTY BONDS."

"Information concerning the issue by the United States Government of the 'Liberty Bonds' will probably be sent to your school by the Chamber of Commerce. You are requested to make such use of this information in the instruction of pupils as may seem to you best. The sale of these bonds by the United States Government is of course a matter of great current historic interest and importance, and should be brought to the attention of the children in the grades capable of understanding the nature of these bonds as means employed by the Government of quickly raising money needed in the vigorous prosecution of the war, and as an opportunity for patriotic service. It is not suggested or expected, however, that the schools shall be used as agents in promoting the sale of the bonds."

Nothing was done, then, by the schools in the first campaign other than to give publicity to the Liberty Loan Drive.

In the second campaign, we find a growing tendency for the school to participate more actively in the campaign itself. While the schools as a whole did not sell Liberty Bonds of the second issue, certain schools were active in selling, and all the schools did effective work. We find in a circular of the Superintendent, October 1, 1917, the following statement to principals: "Principals are authorized to excuse Boy Scouts at two P. M. on Tuesday, October 2nd, to take part in the Liberty Bond Parade,—provided their parents make written request to have them excused for this purpose." Nothing further was done than to excuse the Boy Scouts, until October 16. The Superintendent sent out another notice, saying:

"Posters advertising the Liberty Loan Bond Issue have been sent to the schools with a letter requesting these to be displayed at the schools in such a way that children will see them. This circular is to authorize you to put up these posters as requested by the Committee sending them out. The Board of Education has approved this cooperation with the Liberty Bond Campaign Committee and I trust that effective use can be made of the advertising material."

Then following these notices of the Superintendent, came another notice on October 22, declaring a half-holiday on October 24 at the request of the President of the United States. The Superintendent indicated that the devotion of a full half-day of time of the public schools means that it was expected that teachers and pupils should employ this time in the most advantageous way possible for furthering the sale of Liberty Bonds, and that not only should patriotic exercises be held in the fore-noon of Liberty Day, but in the afternoon, principals, teachers, and pupils should be organized for furthering publicity of the Bond sale in ways which might be efficacious. This granting of a half-holiday and the urging by the Superintend-

ent upon the teachers and students to participate in the campaign showed the growing tendency of the schools to take more responsibility in the success of the Liberty Loans.

At the close of the campaign, on October 30, the superintendent stated:

"Interesting information is coming in from many of the schools concerning the results of the half-holiday granted for the purpose of encouraging the sale of Liberty Bonds. I should be glad to get a report from all of the schools concerning the sale of Liberty Bonds made by the children, and also the extent to which the schools were able to assist the Library Association toward providing books for our soldiers."

While, then, in this second campaign no organized effort was made for the sale of Bonds, there was a distinctly different attitude and a great deal more effort on the part of the school people not only in the purchase of Bonds, but in determination to have the Second Liberty Loan succeed.

In the Third Liberty Bond Drive, however, an entirely different course was adopted by the schools. In this drive, the schools were organized from the first with the avowed purpose of selling Bonds of the third issue and of engaging in this campaign as a part of school endeavor as a means of instilling patriotism and stimulating interest in the school studies through motivation as well as to aid the Government in a very vital service.

In accordance with this new plan, the campaign for the Third Liberty Loan Drive was worked out in detail ahead of time, and everything possible was done to make it the highest success. The program for the Third Liberty Loan Drive was as follows:

1. A general meeting of all teachers and principals was held at the Soldan High School.
2. A meeting of principals was called for the purpose of outlining plans for pushing the loan.
3. The following plan was suggested:
   A. Make the school district the unit for the work.

B. Make the principal and teachers of each district responsible for the loan in that district.

C. Each principal should make a card index of the people living in his district. A card index which was used in the School Bond Campaign was suggested as the nucleus of a revised list.

D. Every person should be canvassed by the teachers and students. Whenever results are not secured from a first visit, a second visit should be made, and so on, until the district has been completely canvassed and the loan advertised.

4. In each district where it is feasible, there should be a meeting of the people of that district at which a patriotic program should be presented by the pupils of the school, and a brief talk made by a vigorous speaker selected by the principal. High school and Harris Teachers College students may also be used for making four-minute speeches at these meetings of patrons.

5. A report of the amount secured through the Liberty Loan Drive should be made each day to the Superintendent's office.

The oversight and management of the drive should be in the hands of a Permanent Drive Committee on the Sale of Liberty Bonds, to be named by the Superintendent, with one of the Assistant Superintendents as Chairman.

At the meeting of the principals on Saturday morning, March 30, for the discussion of the plan just outlined, the following committee was appointed as the St. Louis Public School Third Liberty Loan Drive Committee, consisting of Dr. E. George Payne, Chairman for the Committee, Miss S. A. McGuire, Messrs. John Rush Powell, Charles Collins, J. C. Edwards, Geo. L. Hawkins, F. W. Henselmeier, Arthur O. Leutheusser, Geo. N. Martin, E. E. McCaslin, L. W. Rader, Wm. H. Schlueter, T. E. Spencer, Robt. St. Clair, F. M. Underwood, Frank Williams, and Chas. H. Brown.

The Committee, after due consideration of the suggestions of principals and after discussion, adopted the following suggestions:

1. Meetings of the people of the district should be held in the school where feasible. A parade preceding the meeting might terminate at the school. Mimeographed copies of the plan of meeting may be sent to parents. Use of the high school auditoriums may be desirable, especially if the high school has a moving picture machine that can be used. There might be programs in the different rooms. Meetings for mothers could be held in the afternoons,—for fathers in the evenings. Principals may feel free to call on high schools and Harris Teachers College for pupil four-minute speakers for grammar school or for any meeting or moving picture show in their district.

2. Parades. Parades in the separate school districts are desirable, subject entirely to the judgment of the principal. Provision should be made for participation of high school boys in the proposed Forest Park parade.

3. Thorough preparations for the drive should be made during next week.

4. Card index. The card index may be made as subscriptions come in or in advance, as principals perfer. Each school is the best judge of its local conditions. Therefore at the option of the principal the index may take any one of the following forms:

(1) One card for each residence address in the school district.

(2) One card for each family in the school district, whether represented by children in the school or not.

(3) One card for each individual adult or child in the school district who is a potential purchaser of a Liberty Bond.

Each child should first solicit his parents and older brothers, afterwards the neighborhood should be canvassed. High school pupils are at liberty to solicit as "free lances" Blanks prepared at school and stating "I have subscribed to the Third Liberty Loan" may be furnished solicitors to be signed by people in district and returned to school, serving as a check.

5. A graphic representation of daily progress should be displayed as conspicuously as possible.

The Committee had a number of meetings in which they discussed plans and sent out statements through the Superintendent's Office, bringing to the attention of the principals the most effective methods being used in the

campaign throughout the schools. The following is a preliminary circular sent to the principals for the purpose of stimulating them to the highest endeavor.

"To Principals:

"The Liberty Loan Drive Committee urges the principals to begin the loan campaign in their schools at once. The week of the first to the eighth should be used in making a card index, holding patriotic meetings, pledging subscriptions, etc. The big work will be done this week for we must get on the ground and get promises for subscriptions this week as the banks and other organizations are now working enthusiastically in that direction, and we do not wish to be behind. The campaign of education and of publicity must go on this week so that next week we may be able to reap the results. Taking subscriptions will commence on the sixth and success in this will depend upon how well the previous work has been done. Remember that the principal and teachers in each district are responsible for the loan in that district. **Do your best!**

"The Committee suggests that each room be made a unit and that a chart of the subscriptions be conspicuously placed where the teachers and students may watch the results each day. The upper grades may have a handicap in order to favor the lower grades. You may set a goal for the school and each room and then see if you can **"go over the top."**

"St. Louis Public School Third Liberty Loan cards will be furnished by the end of the week. All subscriptions should be reported on them. Blanks will also be furnished for use in making the daily reports. Please follow carefully all printed instructions on the cards and blanks."

Many of the schools sent out statements, signed by the pupils, to parents urging them to participate in the Liberty Loan. Some of these statements were of such an excellent character that they might have been published and sent throughout the city, but as that was impossible the Committee selected one of the best, and one hundred thousand of these were distributed to the parents through the children of the schools.

FELLOW AMERICANS:

The United States of America is at war! It is at war with a strong, highly efficient and determined foe. It is at war for ideals precious to every freeman

We are sending our fathers and brothers, you are sending your sons and husbands, to win that war by force of arms

But they can win that war only with our complete support. Their part is to fight for us; our part is to see that they are fed, clothed, sheltered, transported across the sea to the field of battle; nursed if they fall sick or chance to be wounded

The sacrifices they are making for us and the supreme sacrifice they stand ready to make—doesn't the thought of these stir us with a fierce desire to sacrifice something for them?

Should we not joyously give up every luxury, if need be? Should we not empty the strong box, if need be? Should we not even cut down on the necessities of life, if need be?

The opportunity for sacrifice is ours: it is coming, it is here!

Our soldiers will fight for us with the rifle and the bayonet, but there is a weapon with which we can fight for them. It is ready to our hand We have only to seize it

THIS WEAPON IS THE LIBERTY BOND!

As the soldier has sworn to fight for us to the last drop of his blood, we can not do less than vow we will fight for him to the last dollar of our possessions

Let us make a fitting response to the sacrifices he is even now making

Let us, too, consecrate ourselves to War-Winning Service

Let us take up the Liberty Bonds as fast as the Government can print them

THEN WE'LL DOUBLE THE COURAGE OF OUR BOYS AT THE FRONT; DOUBLE THEIR CONFIDENCE; DOUBLE THEIR RESOLUTION TO FIGHT UNTIL THEY MAKE THE WORLD SAFE FOR DEMOCRACY!

Again, as in the second campaign, Liberty Day was set apart by President Wilson and a holiday was declared by the Board of Education. The statement of the Superintendent concerning the purpose of that holiday follows:

Liberty Day.

"Proclamations have been issued by President Wilson and Governor Gardner setting apart Friday, April 26th, as Liberty Day. The purpose of the day is to promote the spirit of patriotism and speed up the sale of Liberty Bonds. The district of which St. Louis is the center has already exceeded its quota. St. Louis itself has made a splendid showing as compared with other American cities, but has not yet 'gone over the top.'

"The public schools of the city have again demonstrated in a magnificent way their efficiency and their patriotism. Last Friday the sales made by the schools amounted to $2,034,450 and the number of sales made was 15,730. By next Saturday they will certainly pass beyond two and one-half millions. This is certainly a wonderful showing. The Board of Education and the whole city are deeply and justly proud of what you, the teachers, and the children have done. It shows a patriotism, a loyalty and devotion to our soldiers and to the cause for which they are fighting that may well fill us with enthusiasm.

"The Board has declared next Friday afternoon a half holiday. The schools will meet for the morning session as usual. I request that you hold appropriate exercises some time during the morning session, calling the children's attention to the meaning and purpose of the day and urging them to devote the afternoon to the selling of bonds. May we not hope that before the campaign closes the schools will have passed the three million mark. How can we better show that the generous response of the city in the School Bond election was justified than by exceeding the amount of School Bonds voted by the people in the amount of Liberty Bonds sold by the children?"

The holiday on Liberty Day showed itself in a marked way in the increase in Bond sales on the Monday following.

Quite generally, throughout the city, the principals instituted Junior Four-Minute Speaking Contests, for which they gave a certificate prepared by the United States Government. This was toward the end of the campaign and designed to select from among those children taking part in the Liberty Loan a number to speak for the purpose of securing a certificate. This was not only highly valuable in stimulating endeavor but also a splendid school work.

This is to certify that

_____

has won First Honors in the

Junior Four Minute Men Speaking Contest

and has been selected as

Junior Four Minute Speaker

for War Savings Stamps

at _____

Wm McCormack Blair

National Director Four Minute Men

(Valid only when countersigned by Principal)

By authority of the Government of the United States of America 1—418

Statements from the different schools, describing the Liberty Loan in each district and giving unusual incidents, could well be included in a report of this kind, but space would not permit. A few excerpts, therefore, have been selected, illustrating the methods used in carrying on the campaign. The following is an indication of the spirit of the community and school in relation to the present war activities in the Charless School district.

"The district is made up chiefly,—about 95%, of children of German parents or ancestry; but I am happy to be able to state, that in my judgment, there is no more loyal, enthusiastic, or patriotic school district in the city. What little we have been able to accomplish has been done primarly because of the actual efforts of the children, but these results have been brought about in a great measure by the earnest cooperation and support on the part of the parents and the homes. All requests sent home through the children have met with most cordial support. This has been proven, I think, by the quick and ready response on the part of these parents and while these war activities were being carried on, we met with no criticism or unfavorable comment from any parent, though sometimes we as teachers felt we were urging almost to the breaking point; for our pupils are, for the most part, recruited from homes where the wages of the father—and in many instances, it is the mother—are the only available asset."

In another school district, four-minute speeches made by the pupils were used to a large extent, as shown in the following statement:

"About sixty pupils prepared four-minute speeches on thrift stamps and on the bonds. Some of them spoke in the lower rooms, and some to the Patrons' Association and the Neighborhood Entertainment and Dance. The best results, however, were obtained by encouraging all the pupils to make four-minute speeches to individuals. They were instructed to do this on all occasions. One pro-German woman was tormented for two weeks by the pupils—till she finally bought a bond out of sheer desperation. She had remarked to a neighbor at the beginning of the drive that no one could make her buy a bond. The people in this district were kept painfully alive to the fact that there was a bond drive going on."

Rivalry between the rooms in one school, together with the cooperation of the parents, brought the sale of bonds in this school to a very high mark. Their own statement concerning the methods used should be given in this report, and is as follows:

"The large sale of bonds in our school was accomplished by rivalry between the rooms; also, we established a standard for each room,—any room bringing in an amount equal to fifty dollars for each pupil, received an 'Over the Top' flag. At the middle of

the campaign, we held a 'Revival of Interest' meeting at the school. Parents and children came. The teachers took care of the children while the speaking was conducted in the Kindergarten room; afterwards, a half-hour's program was held in each room, all the children participating and the parents attending. It was as satisfactory a meeting as I ever saw and the sale of bonds during the succeeding week was greatly stimulated. We had a card-index of the district and solicited every home twice, during the first week of the campaign and after the 'Revival of Interest' meeting; however, I do not recommend the card-index plan, as the results were meager. Splendid work, however, was secured through competition; a great many fathers who thought they could not afford a bond, saw the light; many others, under pressure from their children, decided to 'buy another bond.' On the last Thursday of the campaign, I sent an appeal to 'Join the Woodrow Wilson Club,' 'Buy another bond,' attaching to the notice several cards of new subscriptions by teachers.

The following is a statement from another school, showing the interesting methods used there:

"In order to impress the importance of the Third Liberty Loan Drive upon every person in the community, a patriotic demonstration was held at the School in the afternoon of April 4, 1918. All mothers were invited to this meeting. Junior four-minute speakers from the Harris Teachers College, the Yeatman High School, and our own school were secured for this meeting. In order to reach the men of the community and all others who could not attend this meeting, the School chartered the Lowell Theater for the evening of April 5, 1918. Pupils from the School marched to the theater. In addition to two Junior four-minute speakers from the School, patriotic drills by the School, and two four-minute speakers, the audience enjoyed the reels pertaining to Nathan Hale's life."

An interesting account is given of the activities by which still another school stimulated interest in the Bond sale in its district:

"Twenty-six pupils of grades seven and eight had been trained as four-minute speakers, and besides appearing before audiences in nearby moving picture theaters, made a notable excursion to downtown restaurants during the noon hour. While

the boy orators were holding forth, the prettiest girls in the group went from table to table soliciting subscriptions. They were quite successful. One enterprising little girl of the third grade managed to gather in fifteen subscriptions at a transfer corner. I dare say, that not a house in the district was overlooked in the canvass. Many homes were visited two and three times if there was the least prospect of selling a bond. We opened the campaign by jamming all the pupils who could possibly get in into the Kindergarten and held a rousing rally at which, besides our own four-minute speakers, two boys from Yeatman High and two girls from Teachers College fired the enthusiasm of the pupils for the service their country expected of them.

"On one afternoon during the campaign the whole school, with the Kindergarten at the head, paraded through the district. Each room had devised some individual uniform of colored paper. The larger boys carried placards with slogans and Liberty Loan posters, while at the head floated the banner of our country. It was a kaleidoscopic, vociferous pageant, and the rattling drum corps at the head brought every soul, the deaf, the halt, and the blind included, within blocks of the line of march to view the unusual spectacle. It was not the fault of the campaigners if any one within the district did not learn that our government was calling for subscriptions to a Third Liberty Loan. Arrived at the school, the marchers gathered around the flag-staff and, with three resounding cheers, the red, white, and blue was raised to the peak. The strains of 'America,' in which the throng of onlookers joined, brought this most notable patriotic event, which the neighborhood had witnessed in years, to a close."

Too much can not be said of the fine work of the schools in this Third Liberty Loan. It not only created a new spirit of patriotism, but it added a great deal to the total subscription to the United States Third Liberty Loan Bonds. The final report of the school drive, which is included in the appendix of this report, indicates that about one-fifth of all the subscriptions obtained in St. Louis, and one-ninth of the total sum of subscriptions in St. Louis, were given through the St. Louis public schools.

The reliance upon the teachers, the sympathetic cooperation of the parents and teachers with them is a touching memorial to the high place that the teachers hold in the affections and esteem of the St. Louis public. If for

no other reason, this alone would justify the effort put forth by the teachers in this campaign.

At the close of the Third Liberty Loan Campaign, the Liberty Loan Committee in charge of the Drive in this district presented a beautiful, silk flag to the St. Louis public schools. This was presented at a mass meeting at the Central High School. It was presented by Mr. J. Hugh Powers to President Richard Murphy of the Board of Education for the St. Louis schools. President Murphy was designated on this Committee as the member of the Board to have direct charge of the campaign. Both he and the Committee devoted untiring effort to the campaign and President Murphy not only subscribed largely through the schools but spoke practically every night in the school campaign, and many times his services were demanded at several schools in an evening.

Final Report of the St. Louis Public School Third Liberty Loan Drive.

The report of sales for the last week of the drive, the total sales and the total number of subscriptions by schools is given as follows:

Name	First Three Weeks	Fourth Week	Total Amount	Total No. of subscribers
Harris Teachers College	$ 26,900	$ 7,900	$ 34,800	356
Central High	94,900	32,650	127,550	1,097
Cleveland High	51,350	36,950	88,300	930
McKinley High	182,350	321,850	504,200	1,505
Soldan High	280,300	50,950	331,250	1,343
Yeatman High	37,350	14,850	52,200	615
Junior High	100,900	54,250	155,150	1,087
Adams	18,450	1,800	20,250	262
Ames	22,200	12,500	34,750	394
Arlington	11,450	7,100	18,550	245
Ashland	17,550	11,900	29,450	490
Baden	4,250	1,450	5,700	65
Bates	4,750	2,200	6,950	123
Benton	27,850	12,600	40,450	482
Bircher Street	4,650	2,200	6,850	113
Blair	21,850	10,550	32,400	463
Blow	19,450	9,050	28,500	227
Bryan Hill	29,450	3,000	32,450	368
Canterbury	3,750	550	4,300	61

Name	First Three Weeks	Fourth Week	Total Amount	Total No. of subscribers
Carondelet	11,750	4,850	16,600	180
Carr	7,050	4,150	11,200	173
Carr Lane	5,600	2,150	7,750	122
Charless	13,900	2,700	16,600	246
Chouteau	2,800	2,000	4,800	62
Clarence Avenue	6,700	1,900	8,600	74
Clark	90,350	64,250	154,600	1,172
Clay	12,700	1,450	14,150	165
Clifton Heights	16,600	6,750	23,350	250
Clinton	20,050	8,350	28,400	460
Columbia	17,400	5,700	23,100	208
Cote Brilliante	24,800	17,450	42,250	380
Crow	16,650	8,650	25,300	276
Cupples	25,350	39,250	64,600	367
Des Peres	3,950	1,450	5,400	112
Devonshire	7,750	2,600	10,350	176
Dewey	12,750	9,400	22,150	265
Divoll	14,400	2,150	16,550	220
Douglas	10,200	2,900	13,100	98
Dozier	23,650	12,600	36,250	315
Eliot	14,300	4,500	18,800	241
Emerson	14,950	11,450	26,400	265
Fanning	78,200	44,150	122,350	1,208
Farragut	72,350	42,150	114,500	993
Field	173,850	294,000	467,850	1,666
Franklin	17,000	7,350	24,350	397
Fremont	7,650	3,500	11,150	153
Froebel	20,100	9,300	29,400	443
Gallaudet	1,100	1,000	2,100	11
Gardenville	8,800	1,900	10,700	137
Garfield	22,650	15,350	38,000	364
Glasgow	10,800	1,900	12,700	230
Grant	24,750	8,050	32,800	261
Gratiot	3,500	3,900	7,400	121
Hamilton	156,400	33,500	189,900	1,086
Harney Heights	12,550	4,000	16,550	220
Harrison	25,050	9,150	34,200	412
Hempstead	20,950	10,750	31,700	298
Henry	15,600	1,550	17,150	153
Hodgen	15,100	16,550	31,650	383
Howard	8,900	4,100	13,000	172
Humboldt	71,200	1,650	72,850	295
Irving	30,050	10,300	40,350	378
Jackson	7,250	4,450	11,700	199
Jefferson	17,800	7,400	25,200	363
Kingshighway	2,650	700	3,350	45
Laclede	5,950	7,500	13,450	156
Lafayette	9,400	9,650	19,050	301
Lindenwood	2,700	600	3,300	39
Long	2,200	500	2,700	48
Longfellow	6,550	2,200	8,750	109

Name	First Three Weeks	Fourth Week	Total Amount	Total No. of subscribers
Lowell	21,500	5,600	27,100	391
Lyon	23,300	26,950	50,250	445
Madison	20,050	5,400	25,450	264
Mann	28,800	8,950	37,750	406
Marquette	25,450	7,650	33,100	339
Marshall	8,300	1,350	9,650	99
Meramec	19,900	4,300	24,200	259
Monroe	7,450	2,000	9,450	152
Mt. Pleasant	6,350	6,000	12,350	186
Mullanphy	23,950	4,600	28,550	199
Oak Hill	8,150	4,150	12,300	173
O'Fallon	8,050	7,650	15,700	113
Penrose	2,900	3,000	5,900	142
Pestalozzi	8,350	3,450	11,800	160
Pope	7,300	1,000	8,300	231
Riddick	350	16,000	16,350	219
Rock Spring	7,550	3,700	11,250	183
Roe	5,050	1,600	6,650	90
Scruggs	6,250	2,550	8,800	166
Shaw	11,700	2,750	14,450	150
Shenandoah Ave.	17,100	4,900	22,000	106
Shepard	12,150	13,150	25,300	182
Sherman	50,700	17,750	68,450	387
Sigel	13,600	5,450	19,050	184
Stix	22,950	23,600	46,550	286
Walnut Park	32,550	8,400	40,950	375
Washington	26,050	7,700	33,750	375
Webster	6,250	5,350	11,600	132
Woodward	6,500	1,050	7,550	96
Wyman	140,900	15,000	155,900	251
Boys' Class (Bryan Hill)	100	.....	100	2
Boys' Class (Victor St.)	.....	.....	.....	....
Taussig Open Air	2,750	250	3,000	31
Open Air (old)	2,700	100	2,800	17
Special School No. 1	100	.....	100	7
Special School No. 2	.....	400	400	5
Special School No. 3	550	.....	550	9
Special School No. 4	.....	800	800	10
Special School No. 5	250	100	350	5
Special School No. 7	1,000	800	1,800	18
Special School No. 8	50	.....	50	1
Special School No. 9	450	100	550	10
Special School No. 12	250	.....	250	4
Special School No. 13	.....	.....	.....	....
Sumner High	2,650	9,350	12,000	129
Banneker	6,900	11,950	18,850	316
Cottage Ave.	3,400	2,200	5,600	94
Delany	1,150	1,700	2,850	44
Dessalines	900	350	1,250	23
Dumas	7,050	3,450	10,500	114
Garnett	550	400	950	18

Name	First Three Weeks	Fourth Week	Total Amount	Total No. of subscribers
Lincoln	9,300	10,150	19,450	325
L'Ouverture	4,150	3,500	7,650	122
Simmons	2,500	3,550	6,050	98
Wheatley	700	750	1,450	26
Special School No. 6	.....	.....	.....	....
Superintendent's Office	800	1,150	1,950	25
Grand Total	$2,811,750	$1,640,550	$4,452,300	34,879

THE HARRIS TEACHERS COLLEGE.

War Work of Students.

One of the first activities in which the Harris Teachers College engaged was the help given in the organization of war work at the Wyman School. Early in the Fall semester of 1917, the Wyman School organized various kinds of school activities, particularly the knitting, to which several hundred children responded. A group of the College girls volunteered to assist in teaching these children after school hours how to knit and to help direct the work. They have continued to render this assistance throughout the school year.

Harris Teachers College students teaching Wyman children to knit.

When the schools organized Junior Red Cross Auxiliaries and began Junior Red Cross work, the College responded by one hundred per cent enrollment in the Junior Red Cross. The College did not, however, think it practicable to undertake Junior Red Cross work since all the students were engaged in Red Cross work and practically all the students were members of the Red Cross. Further-

more, a Red Cross Center was opened at the Nicholas Building at the corner of Park and Grand Avenues, and a large number of our students devote after-school time to the work in this center.

The students of the College have engaged actively in every enterprise initiated by the Government for assisting the war in which they could particpate. They assisted in the First and Second Liberty Loan Campaigns and the Red Cross Drives for membership, in Thrift Gardens, and in the sale of Thrift Stamps. In nothing, however, have they aided more conspicuously than in the Third Liberty Loan Drive. At the beginning of the Drive, Four-Minute speakers were called for, and practically the whole school indicated its willingness to make any possible contribution in that line. From all those submitting speeches, twenty-seven were selected to give speeches wherever they might be called. They spoke at the elementary schools and in theatres where elementary school programs were given. In all, fifty-eight Four-Minute speeches were delivered by the students of the College. In the closing week of the Liberty Loan campaign, Four-Minute contests were instituted in which twenty students took part. Five United States certificates were given to the five winners in these contests. The contest stimulated deep interest not only in the war, but in English expression.

War Work of Faculty.

The members of the College Faculty have also contributed in an effective way to the war activities. They have contributed in all the ways that students have, but have also been called upon to a very large extent for speeches. During the second week of the Liberty Loan Drive, more than a score of speeches were made by the Faculty in behalf of the Third Liberty Loan. Eight members of the Faculty are also offering their services to the Treasury Department of the United States for work during the summer in behalf of the War Savings Certificates.

They have volunteered to render services in the following states: Kentucky, Ohio, Indiana, Tennessee, Illinois, Washington, and Missouri.

The Physical Education Department is organizing leaders for the Patriotic League to give drill in military tactics and setting-up exercises to various groups in the industrial and commercial establishments in our city. A part of the students have already volunteered and are engaging in this work, and numerous others will be provided for the summer months.

The College has also attempted to develop intelligent cooperation on the part of the student body by including in the morning exercises programs dealing with the various phases of war endeavor. Among the programs at the College assembly, ten were devoted to the Liberty Loan, three to the Red Cross, three to Thrift Gardens, six to the problem of conservation; and numerous other topics connected with the war which can not be classed under any one head. Not only have we had these discussions relating to these war activities, but all the students have engaged in them. Perhaps seventy-five per cent of the student body have thrift gardens this year.

Work in Department of English.

The Department of English has also used material furnished by the Government and other publications for information used in oral themes, debates, and papers in all classes. It has used President Wilson's speeches and war lyrics for work in classes in Interpretative Reading.

The subjects chosen by students for oral or written themes (not four-minute speeches) may be grouped as follows, the topics quoted being merely illustrative:

1. Correspondence: letters to soldiers.
2. Narrative: An Attack from the Rear; A Five-Year-Old Patriot; One Child's Share in War Activities; How One Man Obtained a $10,000 Liberty Bond Subscription.
3. Descriptive: The Scott Aviation Field; Laundry Bags for the Boys; Depth Bombs.

4. Argumentative: Resolved, That the Study of the German Language be Discontinued in American High Schools for the Period of the War.

5. Expository: Growth of Democracy as a Result of the War; Comparison of the Causes of the Present War with the Causes of Former Wars; Training Our Aviators; "Over Here" and "Over There"; What are We Going to do with the Extra Hour of Daylight; The Use of Potatoes instead of Wheat; The Two National Lines of Defense; The Problem of the Transportation of Wheat; Education and the War; Our Savings; What I have Done to Help Uncle Sam; A Tentative Classification of Workers in Times of War; Red Cross Work in an Elementary School; Use of the Dictaphone in Aviation; An American Family's Patriotism; Our Great American Leaders; The Organization and Work of the American Red Cross.

Lessons in Community and National Life.

Extensive use has been made of lessons in Community and National Life, prepared by the Bureau of Education in cooperation with the United States Food Administration, in the Extension Department of our College, with large classes of teachers; and also type lessons have been worked up in the Wyman School for purposes of demonstrating to the College students what might be done in the correlation of this type of instruction with the history work.

The material has been closely related to many of the war problems in which the children of the schools were actively participating. For example, such lessons as Checking Waste in the Production and Use of Coal, Preserving Foods. Use of Vegetables and Fruits, Control and Conservation of Sugar and Wheat, etc., gave the children a clear comprehension of the problems of waste and thrift, and the necessity for salvage, conservation, and thrift on the part of every person. This resulted in the development of an earnest desire to cooperate with and assist the Government in every possible way that would aid in the task of winning the war. Such Government slogans as "Food will win the war," etc., thus became more than phrases, because they were thoroughly understood and appreciated.

The lessons afforded timely material relating to many

of the topics discussed daily by newspapers and the adults of the community, and the discussion of it in the classrooms in connection with lessons aroused the interest of the children in current events and resulted in a more intelligent understanding of the social and industrial problems of concern to the various departments of the Government. In this connection, such lessons as the War and Aeroplanes, The Effects of the War on Commerce in Nitrates, Making Dyes from Coal Tar, Feeding a City, Conservation as Exemplified by Irrigation Projects, Machine Industry and Community Life, Customs, Laws and Forms of Government, Business Organization and National Standards, etc., were found to give valuable assistance in comprehending many topics of current importance.

The correlation of this timely material of universal interest with the work in history and civics provided strong motives for an extensive relational study of many of the events of history that had formerly been treated and regarded as isolated facts without significant bearing on the problems of the present. The power of the motives thus aroused and the resulting concentration in purposeful study were the means of revealing to many teachers and pupils the vital nature and value of historic and civic content, and the importance and superiority of the socialized procedure of conducting lessons in comparison with the unmotivated, more formal types. The increased enthusiasm of the pupils and the greater self-activity that prevailed enabled the teachers to consider a much broader field of material, to treat it more intensively, and to accomplish greater and more significant results than formerly.

Special Courses in Extension Department.

A variety of courses have been given in the Extension Department of the College which have contributed either to the distribution of knowledge for purposes of instruction in the grades in civics, patriotism, and the winning of the war or for the purpose of training persons to

do war work. Among these courses might be noted three in particular. First, lessons in Community and National Life. This course has been given with the direct object of securing such background in subject matter and method as may be necessary to make the lessons in Community and National Life a means to the development of a social consciousness, which is the condition for good citizenship. Second, a course in First Aid. This course is given as outlined by the American Red Cross Society and with the purpose of training persons in the home care of the sick. Third, courses in Food Administration. These courses are designed to train persons to assist the Food Administration engaged in the following activities:

1. Acting as assistants to the local authorities engaged in the work of the Food Administration.

2. Acting as assistants to trained Home Economics workers in giving demonstrations and in preparing and explaining exhibits.

3. Cooperating with community centers, churches, libraries, theatres, newspapers, Boards of Trade and other agencies in exhibits, distribution of literature, and all other activities devoted to food and conservation.

4. Stimulating interest in forming groups in their home neighborhoods for the study of food problems and facts.

5. Giving the message of Food Conservation in story form to groups of children.

6. Explaining the Food Administration's principles to those not easily persuaded or reached by the other means, and those unable to attend meetings or form classes. Isolated rural communities, or people not speaking English are examples of opportunities for this work.

7. Rendering regular and dependable clerical and administrative assistance requiring special knowledge concerning food, its preparation, and saving.

8. Helping to duplicate and extend the use of war recipes.

9. Assisting in the food work of the Child Saving Campaign of the Children's Bureau.

10. Cooperating in emergencies when team work is required.

11. Taking additional intensive training along definite lines, such as canning, drying, the use of substitutes, public speaking, publicity, etc.

About thirty persons will receive the certificate of the United States Government for having completed two of the courses offered, at the end of the present semester Furthermore, the courses are reoffered for the summer term, and in addition, a third course, offering more intensive training, will be given for purposes of increasing the efficiency of the workers in food administration.

As has been pointed out in another section of the report all of the subjects of the elementary school curriculum have been more or less modified through the introduction of war activities in the schools. In the Teachers College this modification has been just as noticeable, but of a different type. Here the problem has been one of readjustment of courses to assist the teacher in training to comprehend the changing conditions in the schools and to meet these conditions effectively.

Educational Sociology.

In the course in Educational Sociology which is designed to give the teacher a broader view of education as a social process and to enable her to interpret the changing forms through which the child must gain and organize the experiences that will determine his efficiency as a member of society, the social and economic changes made by the war and those that will result from the war have necessitated the introduction of much new material not previously considered.

This new material is regarded as supplementary matter added to certain divisions of the course to make it fulfill properly and completely the functions in training which the time demands. The nature of the modifications in the course in Educational Sociology thus made may be fully understood by an examination of the following topics that have come up for class discussion: The Effects of the War on Family Life. Modifications in Family Life that are likely to Follow a Long War. Effects of the War on the Activities of Community Life. Possible effects of

the War on Child Life. Present Effects on Vocations. Readjustments in Vocations Following the War. Changes in the Character of the Social Population Resulting from the War. Public Opinion and the War. Comparative Study of the Effects of Forms of Government on Education. Educational Readjustments Needed to Meet Conditions During and After the War. Possible Readjustments in Educational Organization to Increase the Efficiency of the Schools.

Throughout the course the aim has been to assist the young teacher to project herself into the changing social conditions with a view to meeting them understandingly and effectively when she is called into service. In order that this purpose might be most fully realized, the class discussions were supplemented with excursions to institutions in the city affected by the war in order that the results might be more clearly sensed and appreciated, and that the problems of remedial instruction might be more clearly conceived.

Work in Departments of Geography and History.

In the geography and history work of the College, an unusual opportunity has been afforded of motivating the work through the use of current events. Our students, in common with the rest of the American people, have been drawn out of their local environments and have thought in terms of world-wide relationship. Geographic and historic materials have been handled with the idea that the students should participate in present-day activities. Newspapers, magazines, and books, bearing on the war, were used extensively.

Through the interpretation of world happenings in the light of geography and history, students intelligently understand and feel the justness of our cause. They are growing citizens, through participation, in the same sense that adults are becoming more efficient citizens. A sharp break between school and out-of-school life is avoided,

and the interest thus nurtured in geography and history, it is believed, will continue after students have entered upon their vocations. The interpretation of the present in terms of time and place relations has helped to make the students not only enthusiastic but also intelligent patriots.

Services of the Library Staff.

Members of the Library Staff (of the Harris Teachers College Library) have aided in the sale of Liberty Bonds and Thrift Stamps by buying and urging others to buy, and have worked for both the Red Cross and the Junior Red Cross in the membership campaigns. Donations of books for the soldiers were received and delivered to headquarters through the Public Library. During school hours every effort has been made to increase the efficiency of the Library in order to render the largest service possible to every one desiring the use of our materials. All literature pertaining to the war has been given special attention and made available immediately. Efforts have been made to secure the best references on food conservation both from the Government and other publishers. Purchase of forty sets of Lessons on Community and National Life has enabled our Library more effectively to meet the needs of the College and of the grade schools. Constant use has been made of thirty sets of War Information pamphlets published by the Committee on Public Information.

HIGH SCHOOLS.

Government Loans.

FIRST AND SECOND LIBERTY LOANS.

The St. Louis High Schools made no organized effort to promote the sale of bonds in the first Liberty Loan. However, the interest of the students in the Campaign was keen and in practically every school money belonging to the school papers and school organizations of every sort was invested in Government Bonds. No record of sales by schools was made.

For the Second Liberty Loan the schools did a great deal more, not only in making investments for themselves, but in making sales. In the latter work, the Ben Blewett Junior High School led with sales amounting to more than half a million dollars. The total reported for the High Schools was $675,750.

THIRD LIBERTY LOAN.

It was not until the Third Liberty Loan was offered that the public schools were organized for aggressive effort. All of the High Schools trained Four-Minute Men who made speeches in their own schools, in the grade schools, neighboring picture theatres, and at public meetings of various kinds, including those of Patrons' associations. In the Soldan these Four-Minute Men were for the most part taken from the upper classes. They visited the different class-rooms, and delivered their speeches with sincerity and earnestness. They received the serious attention of their fellow students. At the Yeatman one class period was chosen for a contest that every pupil took part in. The best speaker from each room later competed with the representatives of other rooms on the same floor. The best speaker from each floor was selected by the votes of the contestants themselves, and these floor representatives appeared before the whole school at a regular Auditorium

Meeting. The winner of first honors was decided by popular vote. The earnestness and seriousness that marked every stage of this contest aroused the enthusiasm of both Faculty and student body. In the other schools the Four-Minute speakers were selected and used in various ways.

Numerous Liberty Loan meetings were held in all the High School buildings. President Murphy of the Board of Education was indefatigable in his efforts to make these meetings a success. Capital speakers, excellent bands, popular "Movie Stars" and efficient organization, with plenty of publicity, brought results. The afternoon of Friday, April 26, was declared a Liberty Holiday to enable the pupils to finish their campaign. In total subscriptions secured, the McKinley led with $502,950, followed by the Junior High School with $485,750 and the Central with $331,750. The total for all the High Schools amounted to $1,600,250.

THRIFT STAMPS.

The sale of Thrift Stamps has been active in every one of the High Schools. In the Cleveland the sales have been made through the School bank. In the Soldan, 116 students are constantly pushing the sale of stamps. At the Central the campaign was inaugurated at a school assembly addressed by Mr. Alfred Monod, a trained army chaplain, and has been followed up through the efforts of groups of students since. At the Yeatman a Faculty committee arranges for frequent speakers and directs groups of students in an aggressive campaign each Monday. In some schools entertainments have been given, admission being by the purchase of Thrift Stamps at the door.

Plans have been made to encourage the pupils to keep up their purchase of Thrift Stamps through the Summer.

HELP SHOULDER THE TASK
WAR SAVINGS STAMPS

GIVE US THE LION'S STRENGTH
BY BUYING THRIFT STAMPS

For the current year the Soldan has led in the value of stamps sold, $20,341.69, the total for all the High Schools, including $5,612.21 sold in the Evening High School, is $59,700.76.

WORK FOR WAR SAVING COMMITTEE.

In addition to taking Liberty Loan subscriptions and selling Thrift Stamps, the students in the Commercial Departments of the different High Schools addressed, filled, sealed and mailed 130,000 envelopes for the Missouri War Savings Committee, in preparation for the special Thrift Stamp drive of June 28.

The Red Cross.

CHRISTMAS MEMBERSHIP CAMPAIGN.

The high schools all took part in the Red Cross Christmas Membership Campaign. In December they joined in a down-town parade which was followed by a large and enthusiastic Mass Meeting in the Coliseum. The number of memberships secured through the efforts of the high school students was not fully reported.

WORK.

The work for the American Red Cross was done through the Junior Red Cross Units and is reported under that head.

MAY RED CROSS CAMPAIGN.

The Public Schools inaugurated the May campaign for Red Cross Funds by a great patriotic parade and demonstration in Forest Park on May 18. About 4,000 high school students were in line. Each school formed a separate section, led by the American flag, the school's service flag, a Red Cross banner and the school pennant. While the students were not in uniform, each school had its distinguishing insignia.

A Part of the Red Cross Parade.

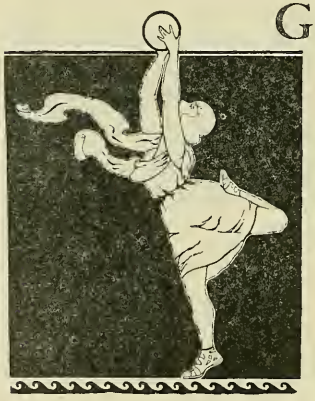
Groups of girls from the different high schools worked at the Red Cross headquarters for several days before the campaign opened, preparing posters for distribution and advertising matter for mailing, and doing other valuable clerical work.

DONATIONS.

Although it was planned that the work of the schools in this campaign should be in advertising, all of the high schools made Red Cross collections. The Yeatman led in the gifts with over $700, besides contributing $300 to the free wool fund of the Navy League. The high school donations to the Red Cross in this campaign reached a total of $1,706.88.

Junior Red Cross.

The St. Louis High Schools were prompt in their efforts to do war-winning work. Even before the Junior Red Cross had been established, war work organizations had been formed in nearly every one of the high schools; for instance, the Yeatman Unit in the Yeatman, the Crimson Cross at the McKinley, the Orange Cross at the Cleveland, the Gold Cross at the Soldan. When the Junior Red Cross was formed, these local organizations in most cases became regularly affiliated auxiliaries of the Junior Red Cross and the work that they had been doing has been carried on under Red Cross auspices.



GREEK GAMES

PRESENTED BY

CENTRAL HIGH SCHOOL

PROCEEDS DONATED TO

JUNIOR RED CROSS

MAY 28 AND JUNE 1, 1918

4:30 P. M.

MUNICIPAL THEATER

FOREST PARK

UNIVERSITY, MARKET, OR UNION CARS

ADMISSION 25 AND 50c, BOX SEATS $1.00

MEMBERSHIP.

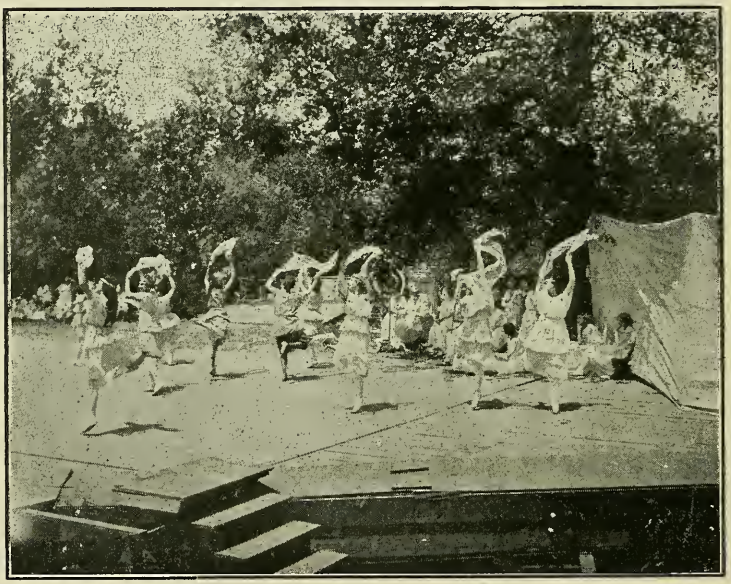
Every High school in the city had a 100% Junior Red Cross Membership, totalling 9,928 students. In several of the high schools the dues collected amounted to over 100%, so that help in reaching the 100% status was extended to grade schools in poorer sections of the city.

Greek Games. Municipal Theatre, Forest Park, May 28, June 1, 1918.

TREASURIES.

The problem of financing the work undertaken by the various units was met in different ways by the different schools. Patrons' Associations, Alumni Associations, and similar organizations were prompt and generous in giving help. Practically every entertainment given in the schools during the year by literary, gymnastic and musical organizations was for the benefit of the Red Cross work. The most elaborate of these entertainments was the Greek

Games given by 500 girls of the Central High School in the Municipal Theatre in Forest Park. This involved the united efforts of the Physical Training, Art, Domestic Science, and Manual Training departments of the school and netted upwards of $1,500. The Cleveland and the Soldan High Schools held carnivals, the former netting between $400 and $500, and the latter $1,425. Moving pictures shown in the schools can be depended on as capital money getters.



Greek Games. Municipal Theatre, Forest Park, May 28, June 1, 1918

In several schools, the girls of the Domestic Science classes made jellies and marmalades which were sold at a good profit. In the Yeatman, the Friday Sales Committee sold popcorn, salted peanuts or "Hooverized" candy regularly, and gave an occasional afternoon dance in the gymnasium. Christmas cards designed and tinted in the Art Department of the Central High School were sold at a profit of

$250. Two of the high school units were the beneficiaries of card parties given in private houses and a Masonic Temple. These netted from $125 to over $300 each. In various class rooms of different schools, pupils placed boxes for small change collections. Some money was realized for each school through the sale of refreshments at football games. Everywhere has been evident the spirit of enthusiastic support of Red Cross organizations through gifts and work.

Christmas Cards made at one of the high schools sold for $250 for benefit of Junior Red Cross.

The work of gathering salvage has been developed rather late, and up to date the receipts from this source have not been large. Great quantities of old paper have been turned over to the Red Cross and must have netted a considerable sum. Many hundreds of pounds of tin foil have been collected. In some schools most of this has been sold for the Belgian Relief. The proceeds from old silver and gold are beginning to be considerable and bid fair to be an important resource next year. Facilities for the handling of salvage of every kind have been improved by the establishment of a central receiving station down-town.

The total amount raised by our Junior Red Cross organizations in the high schools and their predecessors during the year is between $11,000 and $12,000.

WORK.

It is impossible to make a complete report of the work done by the High School Units. The work is in constant progress at such a rate that while a report is being filed the record has been surpassed. In every school the work will be continued throughout the summer, and will be increased upon the reopening of the schools in September.

The work of the Units in most cases began with the knitting but was soon extended to almost every field of war relief work, including the adoption of a French war orphan by the McKinley High School. The amount and scope of the work accomplished during the year may be judged by the following statement, which, as explained above, is necessarily incomplete:

Knitting.

Sweaters	1,630
Scarfs	691
Wristlets (pairs)	828
Sox (pairs)	189
Helmets	494
Caps	938
Blankets	20
Miscellaneous	116
Total	4,906

Sewing.

Garments	2,011
Towels	70
Sheets	30
Pillows and pillow cases	21
Bags (various sorts)	3,859
Muslin Envelopes for Emergency Dressings	10,442

Outfits.

Christmas Cheer Bags (filled)	905
Navy Kits (filled)	150
Comfort Kits (filled)	550
Comfort Kits (not filled)	400
Gun wipes	115
Swab sticks	4,000
Trench candles	8,300
Surgical Dressings	65,166
Paper Doll sets for French and Belgian Orphans	1,068

The Christmas cheer bags mentioned above contained a pair of sox, a handkerchief, a towel, soap, tooth brush and powder, comb, pipe, cigarette papers, tobacco, chocolate, a deck of cards and some other game, a tablet, a package of envelopes and a pencil, a trench mirror, a scrap book and a Christmas card. The cost of each bag was between $1.25 and $1.50.

Packing Christmas Cheer Bags.

The comfort kits contained white and khaki thread, needles, thimbles, scissors, common and safety pins, shoe strings, white and brown buttons. They cost about 45c each.

The Navy kits were supplied with a towel, soap, talcum powder, tooth brush and paste, cold cream, shoe strings, a flannel abdominal bandage, buttons, a fully equipped "housewife," pipe tobacco, cigarette papers, deck of cards, tablet, envelopes and pencil. This represented an outlay of about $1.45 each.

The trench candles were made of 3-inch rolls of newspaper, dipped in paraffine.

Making Red Cross Surgical Dressings.

The knitted garments and the comfort kits have been distributed through both the American Red Cross and the St. Louis Comforts Committee of the Navy League. The Christmas cheer bags and Navy kits were largely distributed through the latter organization, though many were sent by the schools directly to their boys in service.

In sewing, the different high schools have to a certain extent specialized along different lines. The Cleveland High School, for example, has made many outfits for the 8-year-old orphan boys of Belgium, each outfit containing 1 suit of outer garments, 1 suit of underclothes, 1 apron, 1 sweater and 1 cap. The Ben Blewett Junior High School has prepared a large number of infant layettes, consisting of dresses, caps, jackets, bootees, shirts, binders, towels, sheets and pillow cases.

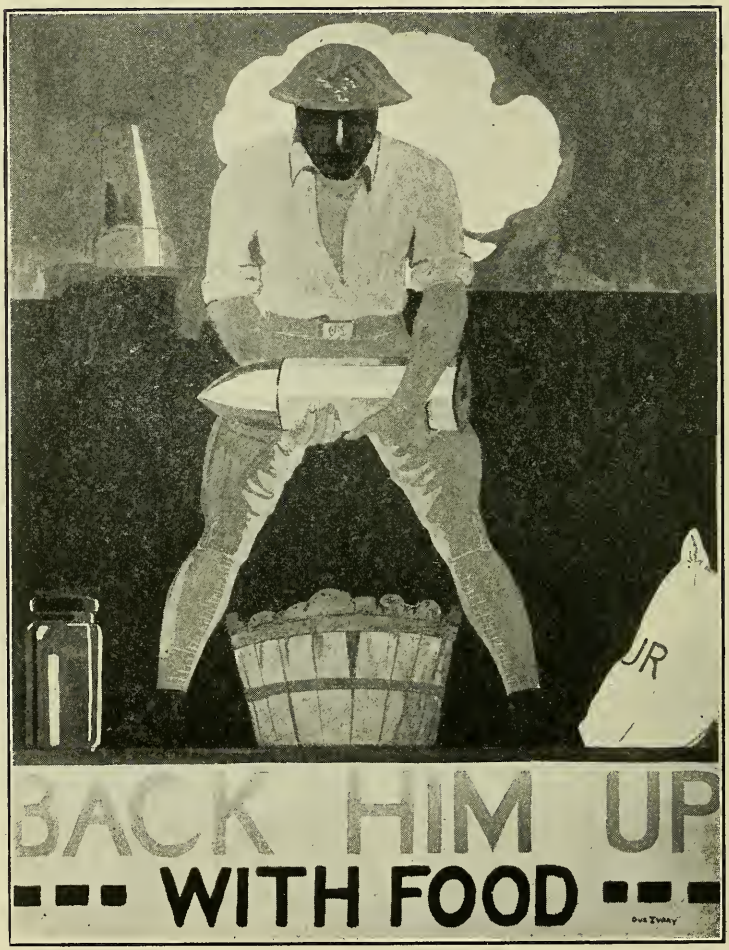
At the Central High School, the American Red Cross has established a surgical dressings work-room which is open daily. At the Yeatman and the McKinley, the school units have opened similar work rooms for one or two days each week where the dressings are made under the direction of authorized Red Cross instructors. In these two schools, the entire cost of equipment and materials has been borne by the schools. The cost of materials used has run from $15 to about $25 per week.

The students of the other schools have gone to neighboring work rooms. For that reason, the figures given by no means represent the total number of dressings made by the high school girls and boys.

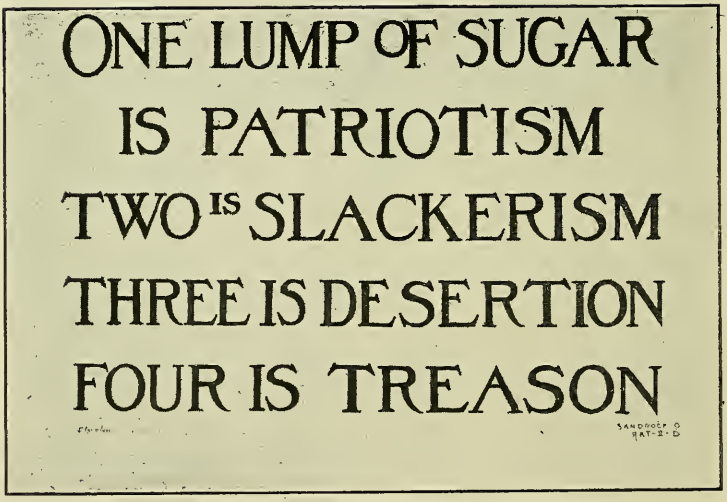
Food Administration.

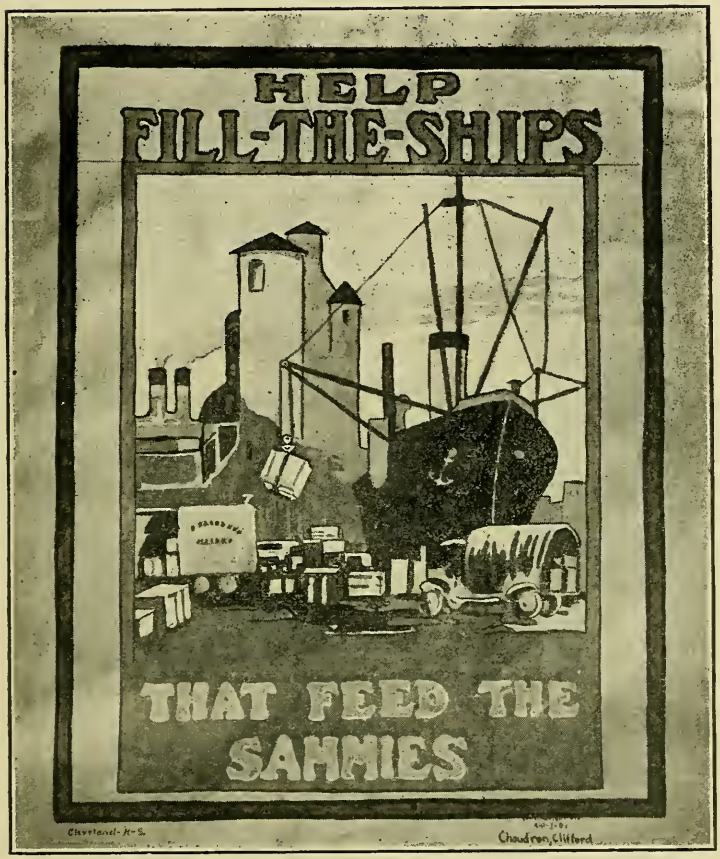
PUBLICITY.

The high schools have given publicity to the work of the Food Administration in a great variety of ways: Numerous auditorium sessions have been devoted to the needs of this work. All the printed matter sent out by the Local Committee has been distributed or posted. Food conservation posters have been exhibited in corridors and lunch rooms. The Hoover pledges were circulated in the schools and were sent home by the pupils. Signatures were secured in practically 100% of the families represented in the high schools.


BACK HIM UP
--- WITH FOOD ---

CORN MEAL
JAM
EAT
CORN-FISH
MILK AND JAM
U.S. FOOD ADMINISTRATION


ONE LUMP OF SUGAR
IS PATRIOTISM
TWO IS SLACKERISM
THREE IS DESERTION
FOUR IS TREASON



LUNCH ROOMS.

The school lunch rooms have observed all of the Food Regulations punctiliously in both letter and spirit. The results have been gratifying. At the Cleveland High School, for instance, the amount of sugar and flour used this year is practically only half of that used last year.

COOKING AND CANNING DEMONSTRATIONS.

The Domestic Science departments of all the schools have been used by the Women's Central Committee on Food Conservation for a course of instruction in cooking and canning. The course includes 8, 10 or 12 lessons, according to the desires of the class, and the classes meet once a week. The attendance has been excellent. At the McKinley, during March and April, 16 evening lessons were given in "Hoover Cooking," with an attendance of between 90 and 100 people each evening. In each one of the schools all of the teachers of the Domestic Science Departments have emphasized the need and the means of war-time economy.

All of the high schools joined in making an exhibit and demonstration of Hoover Cooking at the big Food Show given in the Coliseum in February, under the auspices of the Women's Central Committee on Food Conservation. The high schools gave particular prominence to some 36 kinds of War Bread.

CLERICAL WORK.

A large group of girls from the Soldan High School has done Clerical work for the Women's Central Committee on Food Conservation on Saturdays for the greater part of the year. Other assistance has been given at the schools, for example the preparation made at the Yeatman for the mailing of Conservation Recipes.

THRIFT GARDENS.

The high schools have done much to encourage the cultivation of Thrift Gardens. In this work the Sumner High School has accomplished most. Here there is a school garden of one-half acre. In addition to this, the Sumner students are cultivating over 400 thrift gardens at home. The Junior High School has cultivated a large garden on the school grounds, the proceeds from which will be de-

voted to the Red Cross. Many students here have undertaken to earn their Red Cross dues through the gardens they are cultivating at home. The Botany classes of the Yeatman have a fine garden on a near-by vacant lot. In all of these schools groups of pupils have been organized for the care of the gardens during the summer vacation.

Gifts for the Cantonments.

The High Schools have made an effort to send as many gifts as possible to the Cantonments where most of the St. Louis soldiers have been stationed.

BOOKS.

Between 5000 and 6000 books have been donated for the soldiers' libraries, besides many hundreds of magazines.

MUSIC.

At the Soldan High School particularly, generous gifts of music were made, including a player piano, 102 rolls of music, 1700 pieces of sheet music and nearly 1200 records. Other schools, for example the Central, with 75 rolls of music, have added considerably to these contributions.

GAMES.

Most of the schools have sent sporting goods of different kinds to the camps, such as footballs, basket balls, tennis racquets, nets and balls, baseballs, bats and gloves, and hundreds of games of other sorts. No complete record of these gifts is available.

Special Activities.

SERVICE FLAGS, ETC.

Each one of the St. Louis high schools is making every effort to keep a complete record of all former students who have gone into war service. These soldiers and sailors

have been reminded of their high schools from time to time by Christmas packages, school papers, etc., that have been sent to them by the Junior Red Cross or other units. At the Central, a War Scrap Book, to contain all newspaper items, pictures, etc., that relate to former Central students in service is being prepared by a committee of teachers and students.

The service flag which each school has, carries stars for only those students who left school to enlist as follows*:

Central	20 Stars	1 Gold
Cleveland	12 "	
McKinley	25 "	1 Gold
Soldan	45 "	
Yeatman	21 "	1 Gold
Junior High	4 "	
Sumner	4 "	

POSTERS AND ANNOUNCEMENTS.

The Art Department of each high school has given enthusiastic help to the work of preparing posters advertising every sort of war-relief work. The campaigns for the Red Cross, the Million Dollar Packet Fund, the Thrift Stamps and the Smileage Books, as well as for every local entertainment and sale for the benefit of a war relief organization, have been aided effectively by original posters. Besides this, aid was given the Government Bureau that promoted the organization of Naval and Marine Scouts in preparing posters for exhibition throughout the city.

All the posters sent out by the Red Cross, Liberty Loan Organization, War Savings Committee, Food and Fuel Administrations and War Recreation Bureau, were exhibited in conspicuous places.

MILLION DOLLAR PACKET FUND.

In November subscriptions to the Million Dollar Packet Fund were taken in all the high schools, to be paid in monthly installments during the remainder of the school

*Corrected to September 10, 1918.

year, preferably from the earnings of the pupils themselves.

The subscriptions to this fund amounted to $15,071.75. The amount of money actually paid into this fund amounts to $6,245.75.

SMILEAGE BOOKS.

Smileage books were sold in all of the high schools in February. Different plans for effecting sales were followed in the different schools. In some cases, school organizations, classes or smaller groups of students bought books to be sent to former students. The number of one-dollar books sold in all the high schools was 1249.

BUREAUS OF INFORMATION.

The high schools have furnished boys for the Bureau of Information which the Red Cross has maintained at the Union Station, each school being responsible for at least one night a week from 4 to 10 o'clock. Assistance has been given in the Union Station booth of the Y. M. C. A. also, particularly between six-thirty and eight in the morning.

PUBLICITY OF THE NAVY.

Early in the school year the Navy Recruiting Bureau sent excellent speakers to each of the high schools. The work and the opportunities in the Navy were explained, and the explanation was made more interesting by the fine moving pictures which illustrated the talks. Later a naval petty officer addressed the boys of the Senior classes. None of these speakers urged school boys to join the Navy. They endeavored only to add to the publicity of what the Navy is doing.

ENROLLMENT OF BOYS FOR SUMMER WORK.

To emphasize the importance of every body's helping to do the Country's work, each high school enrolled the

boys who would be ready this summer to do agricultural, industrial or commercial work. The results were as follows:

For Agricultural work	409
For Industrial work	161
For Commercial work	229
	799

A clearing house for the placing of the boys in industrial and commercial places was not established, but through the aid of the St. Louis Food Conservation Committee, many of the boys who registered for agricultural work have been put in touch with farmers who need their help.

Adjustment of the Curriculum to War Activities.

TIME FOR WAR ACTIVITIES.

In all of the St. Louis High Schools, meetings of the whole school in the Auditorium are frequent. At the Yeatman these meetings have always been a part of the daily program. In some of the schools the meetings are held regularly once a week. In others each is especially called. Without using more time than these meetings have usually occupied, they have furnished the opportunity of bringing before the schools every form of war activity. Most often this is done with the help of some outside speaker or prominent visitor, but frequently the pupils themselves present patriotic programs. This is notably the case at the Junior High School where each grade holds a community session each week.

In a number of the departments the war activity has been made a part of the regular class work. For instance, in the Manual Training shops, the checker tables for the cantonments and the dressing tables for the Red Cross have been class projects. In the Domestic Science Departments the preparation of the exhibit at the Food Show and a good deal of the sewing for the Belgian and French orphans as well as the instruction in food conservation,

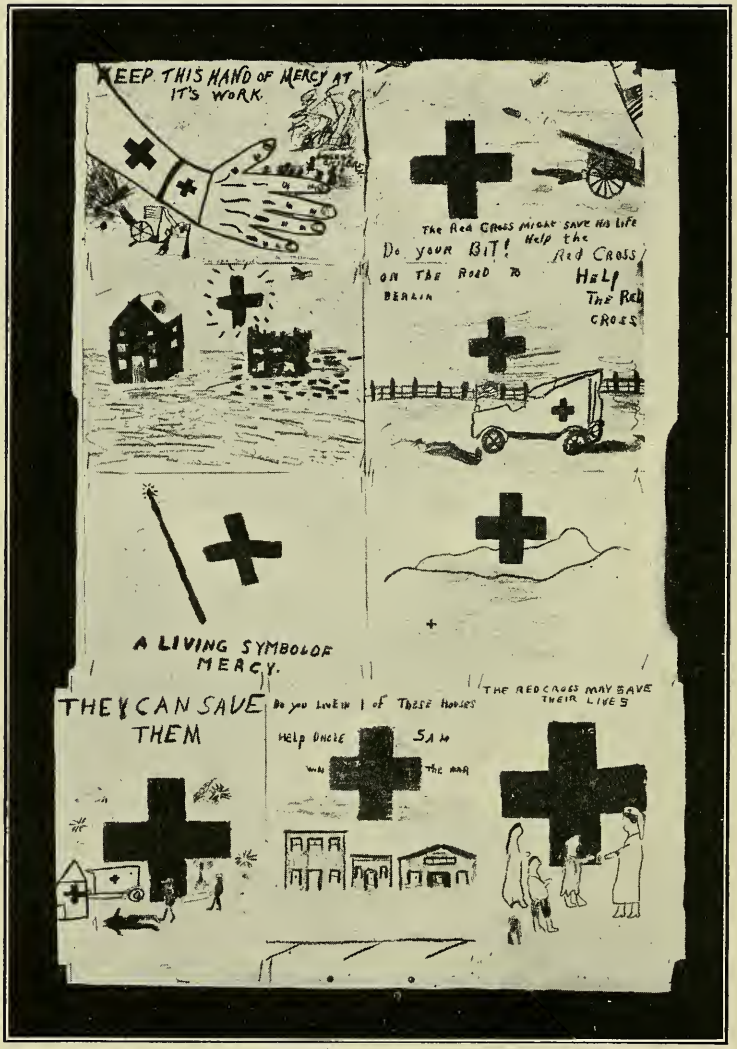
are a part of the work done in class. In the Art Departments, the design and execution of posters has been a part of the class work. In the English classes the study of the great war addresses and the preparation of patriotic speeches have vitalized class room work.

MILITARY TRAINING IN HIGH SCHOOL.

All of the high schools have had flourishing cadet corps. Two adverse circumstances, however, have given this work a severe set-back; first, the inability of the War Department longer to spare drill officers; second, the rapidity with which uniforms have been outgrown. To remedy the existing condition, the teachers of Physical Training are preparing to make Military Training a part of the regular gymnasium course next year. It will be required of all the boys, will be given in class time and will not require a military uniform.

EFFECT ON REGULAR SCHOOL WORK.

While some interruptions of regular school work have been inevitable, regular school work has in no sense been sacrificed. On the contrary, the war work has emphasized in so many ways the close connection between class-room work and war-winning work, and between war-winning work and peace-time work, that the pupils seem to have gained a new conception of what school training means. There is, in fact, evidence of higher scholarship for certain groups of pupils. Beyond a peradventure, never in the history of St. Louis High Schools has there been such a spirit of enthusiastic cooperation, such unity of thought, purpose and effect as marks their war activity today. An "esprit de corps" like this must inevitably add to the schools' achievements in every line of work they undertake.



Red Cross Posters—the work of pupils of the third grade.

THE AMERICAN RED CROSS IN THE ELEMENTARY SCHOOLS.

The report on Red Cross work in the schools naturally covers all that was done up to the time when the St. Louis Junior Red Cross came into existence—February first, 1918. The greater portion of such work in grade schools was then taken over by the Junior organization, and recent activities will be covered by its report.

The desire to do and to help came long before the organization of the new branch. In some schools, work began shortly after our country entered the War, but by the fall of 1917, practically all schools were actively engaged in war work—knitting, snipping for comfort pillows, sewing, making surgical dressings. In an effort to put on paper something of what has been accomplished, we have classified these activities under various headings, listing first the feature which did most to give the children the enthusiasm and self-confidence which have made them a power in our civilian part of "winning the war."

The Christmas Campaign.

The first organized effort of the schools in practical patriotism was the Christmas campaign for Red Cross memberships, December 11, 1917. Mr. Harry F. Knight, Chairman of the Christmas Membership Campaign American Red Cross, and Mr. Bilheimer, representative of the same organization, addressed the Board of Education, appealing to it to suspend certain rules in order to allow the distribution of Red Cross literature in the schools for the purpose of increasing the memberships and to allow the teachers to act as collectors to receive the money paid by parents of pupils upon their becoming members.

This request was granted by the unanimous vote of the Board of Education.

The following is an extract from a circular issued by the Superintendent, Dr. Withers, to the principals of all the schools:

"A package including envelopes, chips, Red Cross service flags and buttons, will be sent to each school. These envelopes should be distributed to the pupils, one each, as far as they will go, that the pupils may take them home and return them to the teacher signed, with the money inclosed in the envelopes sealed. This method is taken to relieve the school teachers and principal from any counting of the money. Teachers, for their own protection, should see that every envelope received is already sealed. More envelopes may be given the children upon reasonable assurance that they will be used for additional signatures, but the stock must be husbanded. Not a member should be lost for lack of an envelope, but no envelope should be wasted.

"Upon the return of a signed and sealed envelope, the teacher should issue one service flag, one button, and one chip, all to become the property of the signer, who is requested to fill in name on the chip and deposit it with the teacher for collection and forwarding to President Wilson at Washington."

To arouse greater interest and enthusiasm, mass meetings of the elementary grade pupils were held in the high school auditoriums, Thursday afternoon, December 20, at three-thirty P. M. Many schools formed parades with flags, banners and slogans, and marched through their respective districts to the nearest High School. A mass meeting for all High School pupils, public and parochial, was held in the Coliseum, following their parade through the down-town streets.

The programs consisted of selections by the orchestra, mass singing of patriotic songs, and short addresses, telling of the great need for assistance in carrying on the work of relief in the stricken countries, and urging the audience to make one last united effort the following day to enroll members. Our Superintendent, Dr. Withers, in his circular of information in regard to these parades and meetings, says:

"All of these arrangements are calculated to stimulate the interest and arouse the enthusiasm of the people of this city in

the Red Cross Membership Drive. The success of the whole undertaking will be counted in terms of the resulting paid memberships. Business houses and educational institutions are striving to make the memberships one hundred per cent of their respective corps. Let us round up the whole matter on Friday by reporting a membership secured by school children which shall be greater than the entire school enrollment as an evidence to this city of our patriotic effort."

The following excerpts from reports of principals are typical as showing the response of the schools to the call of President Wilson.

"The drive for membership in the Red Cross during December was started with a parade of the older children to Yeatman High, where several addresses were made to tell of the benefits of the Red Cross. An effort was made to get each child to obtain one membership before the drive was over. The children worked hard and succeeded in getting $217.00, some of which was obtained by small subscriptions. Six of our eighth grade pupils, accompanied by their teachers, worked at the McKinley Station on December 21, and turned in about $41.00.

"In the Christmas drive we secured 142 members. Practically every teacher in the school made donations to the Red Cross. They participated in the campaign work for Red Cross members and took part in a large parade on the South Side."

"Our school secured 118 memberships. This represented a very considerable effort on the part of the teachers in explaining the work of the Red Cross and in arousing enthusiasm (a large number of these pupils are from Italian homes). In the opinion of most of the teachers, the time was well spent, since the occasion tended to arouse the imaginations of our little people and made them think about other people in other countries. It was of course, good training in ethics, and like other calls for money, was a spur to economy."

Principals, teachers and pupils in every school worked most enthusiastically, and through their efforts a total of $14,158.00 was secured, which amount was handed over to the Red Cross.

The following letter is an acknowledgement by the chairman of the Membership Campaign of the work of the public schools:

"St. Louis, Mo., January 3, 1918.

"Mr. Richard Murphy, Pres.,
"Board of Education,
"9th and Locust, City.

"My Dear Mr. Murphy:

"Now that the Red Cross Christmas Membership Campaign is closed we naturally look back to the sources which really made it a success. Among the most important of them all was your kindly personal action in permitting us to present to your School Board our request of their assistance and the resulted action of the Board granting all that we could ask.

"I wish to thank you personally and officially, Mr. Murphy, for your hearty approval and for the success attendant thereon. The St. Louis School Board, the St. Louis schools and the St. Louis school children were the greatest possible assistance to us in a patriotic work of humanity at a time when it was greatly needed.

"I thank you again, and wish you and the School Board every success in the new year.

Yours very truly,
"HARRY F. KNIGHT,
"Chairman, Christmas Membership Campaign, American Red Cross."

Donations.

Donations of various kinds have been received through the schools—namely; small amounts of yarn for knitting, cuttings for gun wipes, articles to be sold for the benefit of the Red Cross, and cash proceeds from entertainments and from thrift gardens. The accompanying illustration shows children at work in one of these gardens, from which vegetables were sold to the amount of $12.00.

A School Thrift Garden.

There was also much clothing donated for the Belgian and French war sufferers. A circular issued by Superintendent Withers in March contained the following:

American Red Cross Appeal for Used Garments.

"The American Red Cross is issuing an appeal for the immediate donation of used garments for the French and Belgian war sufferers. The St. Louis Chapter of the American Red Cross will deliver to the schools a sufficient number of printed hand bills, and you are hereby authorized to distribute this material to the children in the school.

"Please let it be clearly understood by the children that this clothing is not to be brought to the school, but is to be delivered direct to 1236 Olive Street, as stated in the hand bill.

"This action is taken in accordance with the call issued from the National Headquarters in Washington."

The response was a generous contribution on the part of the pupils. One school reports that a motor truck was provided one day at the end of the noon hour. The children had been instructed in the morning to bring the donated clothing, and the truck was well loaded up with bundles for the relief of the Belgians.

In some of the schools, layettes were made up for French and Belgian babies. Circular instructions were provided for the making of refugee garments, that the clothing sent might conform to the usage of the peoples for whom it was intended.

Many entertainments have been given by the schools and the proceeds donated to the Red Cross. One school reports $250.00 as the proceeds of an evening's entertainment. Nearly $3,000.00 has been contributed by the schools in this way.

We have the following from a school in one of our congested districts, with many pupils of foreign parentage:

"One of the most pleasing things incident to the teaching of patriotism was the way the children worked outside of school for the Red Cross. They had little entertainments and ice cream stands, and several dollars were raised in this way. The mothers often helped the children. There were several of these functions. The idea originated entirely with the children, and to our mind, these little offerings were the highest kind of practical patriotism."

Knitting.

Knitting has been carried on in all of the schools, from the first grade through the High School, boys as well as girls learning to ply the needles. The teachers were the instructors. In some cases, knitting clubs were formed, and in other cases, the room group was the unit. Sometimes, parents, teachers and children met after school to knit. However, this work was permitted in school after other work was done. Often, work begun at school was completed at home.

Boys as Well as Girls Have Learned to Ply the Needles.

They started on squares, from which quilts, or afghans are made. The more difficult pieces, scarfs, helmets, sweaters, socks, wristlets, were taken up later.

The problem in knitting was a financial one. To supply the necessary wool to the young knitters meant the outlay of a large sum of money. This in some cases was advanced by principals and teachers. In other cases, Patrons' Associations and Mothers' Circles donated money. Credit is due a patriotic and generous St. Louisan, Mr. Sam McCluney, was supplied the necessary capital to a number of schools. The money was deposited with the Red Cross Knitting Shop for yarn, to be knitted by the pupils of the schools. The money was refunded when the completed articles were returned.

A total of 8,675 articles has been reported as having been made before February 1, 1918. These were distributed to our soldiers and sailors through the Red Cross Knitting Shop and the Navy League. This represents the work done before the war activities were organized this

June into Red Cross Auxiliaries, and before the work of school children had been taken over by the Junior Red Cross.

Our Children Began to Knit.

One principal reports:

"As soon as the United States entered the War, our children began to knit, working at first only on cotton wipes and wash cloths. In October, 1917, through the generosity of the McCluney Brothers, we were financed as to the necessary deposit of money for yarn, and since then have worked steadily on knitting as volunteer pick-up or busy work. Our output to date is 476

sweaters, 298 scarfs, 93 helmets, 814 wristlets, 3 pairs socks; total, 1684 garments made by 598 children. In addition, eight afghans were given to Red Cross for soldiers.

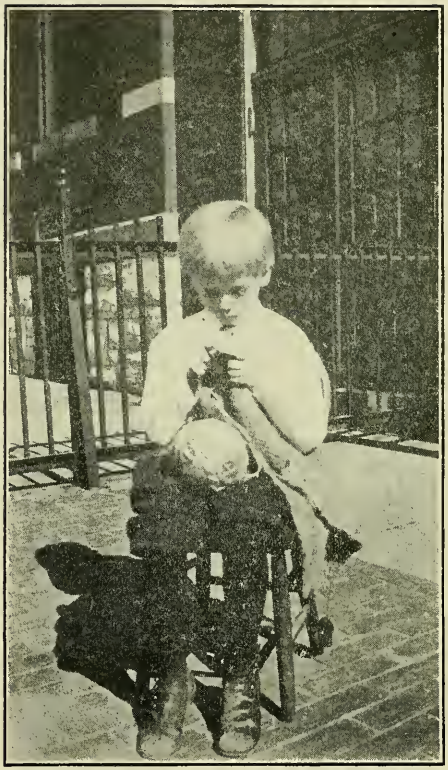
"For the Senior Red Cross, our pupils have rescued, up to date, scores of pounds of knitting, by correcting improperly finished garments knitted by adults but refused by the Chapter, and by ripping garments so poorly made that they could not be used, and washing, re-winding and re-knitting the yarn thereof into usable garments.

"Beside the Red Cross knitting we have knitted 295 hanks of yarn into 230 garments for the Navy League."

One of the South Side schools has made 65 helmets, 13 trench caps, 388 pairs wristlets, 44 scarfs, 20 pairs socks, 364 sweaters.

The principal writes:

"I enclose a picture of our youngest knitter. He was seven years old yesterday. He has almost completed a full-size sweater. He was very anxious to finish it before he became seven, but lacked a few inches of doing so. The work was almost entirely done in school.



James Farmhill—"He was very anxious to finish it before he became seven."

"About one hundred of our boys and girls took up knitting," reports one of the smaller schools. "Most of them had to learn how, so we encouraged a beginning with small squares for soldiers' afghans."

One school gives the history of its knitting activity as follows:

"Knitting was the primary Red Cross activity. First, a meeting of mothers and teachers was held, and plans were formed for the carrying on of the work. We then formed room groups for knitting. Sometimes two rooms would combine. Teachers, parents

and children would meet after school and knit, and also knit between times. This was our first organization.

"This scheme worked well for us, but seemed to confuse the knitting shop. Each group financed itself, so that each appeared on their books under the room treasurer's name and the name of the school also. So we combined, and made one of the mothers of the school director of all the knitting. She is here for an hour four times a week, and sometimes is here all day.

"When we first began knitting, we divided the children up into three classes: (1) square knitters, (2) scarf knitters, and (3) purlers. We had after-school groups (see above) which taught knitting. We permitted knitting in school under certain conditions. I believe every room in the building, above the first grade, has turned in at least one quilt made of knitted squares. We have knitted 402¼ lbs. of wool.

"Here, as elsewhere, there are teachers in the committee looking after the knitting. Teachers are members of the War Relief Association.

"On about April 22, we started in to do 500 more sweaters. Since warm weather began, I have asked the teachers not to urge knitting, as I thought more active work better for the children. It was then we went after the mothers. Up to date, we have finished over 200."

With the above report is included an appeal for the Sweater Campaign, written by a pupil:

"Deep down in my heart
Something seems to say
'Help the Red Cross
And help it today!
Knit soldiers' sweaters,
Scarfs and helmets too,
To free the world
From the Kaiser's fetters,
And help the Red, White and Blue.

Are you a member of the Red Cross?
If not, become one today;
Let everything else go a-begging,
And work on a soldier's sweater—
A sweater to keep some soldier warm
And make him think of home.'"

Sewing.

The sewing machine has come to an important part of the school equipment. In many of the schools, machines have been loaned for the making of articles much needed by the Red Cross. Pupils work when lessons have been studied, or after school hours. In many cases, mothers have been eager to help and have assembled for work.

Articles made by the various schools amount to a total of 31,477 front bags, 44,187 gun wipes, 296 comfort pillows, 23 pneumonia jackets, 192 pinafores and 80 bed socks. Excerpts from reports received describe some of the work done.

"We borrowed nine sewing machines from the neighborhood. With the aid of the seventh and eighth grade girls and of the teachers, we sewed about 1,000 front parcel covers. Out of this beginning grew a regular organization of ladies who wanted to do Red Cross work. They secured a vacant room next door to the school and we loaned them five machines after getting the consent of the owners. They have worked faithfully on Tuesday and Friday of each week. They are doing French and Belgian work especially."

"The pupils of the primary grades prepared 365 gunwipes. Five quilts were prepared by pupils and teachers, as follows: a patchwork quilt from the pupils of Room 3, assisted by the teacher; one afghan to the Red Cross, valued at $15.00; one afghan to Battleship Missouri, valued at $15.00; one afghan to Red Cross for French babies, valued at $5.00.

"132 pinafores, 198 towels, 63 property bags and 630 front bags were made.

"A Red Cross room has been fitted up. Four sewing machines were loaned by patriotic mothers, and much sewing was done by mothers at these machines."

"We sewed bed socks and carpet rags, the latter of which will be woven by the loom into rugs for Red Cross houses."

"We keep from four to six sewing machines, borrowed from mothers in the district, in the assembly room, where the women of the district, and the larger girls, make different articles for the Red Cross. There are always more mothers ready to sew than we can accommodate."

A Grade School Knitting Party

"We have planned a community centre for summer Red Cross work. Twelve sewing machines have been loaned and are being put in order, and 160 women have pledged themselves to sew at least one-half day each week."

From a down-town school, where the parentage is largely foreign, we have the following:

"We have made and sent to Barnes Hospital 4600 bags for Front Parcels. We have six sewing machines going all day. The mothers come and help with the work."

The smallest children have helped in the sewing division by "snipping"—cutting scraps of cloth into tiny pieces to be used as filling for pillows. These comfort pillows are 16x20 inches, stuffed with finely snipped white or light-colored material. The container is white, and they are furnished with a separate white pillow slip. In one school, the little tots "snipped" during spare time, and regularly during the Victrola hour, enjoying the music the more because they felt that they, too were rendering a service to their country.

The Little Snippers.

Surgical Dressings.

Teachers and pupils have rendered valuable assistance in this activity. Many of the former have qualified as Red Cross instructors. The regulations of the Red Cross make it necessary for the work to be done in centres fitted up and supervised by the organization. From various schools, teachers and groups of girls in charge of teachers have been taken to hospitals or to Washington University to assist in making surgical dressings. This work is still under the Senior Red Cross.

A centre has been established at the Clark School, which, occupying otherwise vacant rooms, is a type of work that may be carried on in any elementary school where accommodations are available. From this school we have the following report:

"The Red Cross Centre at the Clark School sprang out of the Red Cross work, which later was Junior Red Cross work. There had been gathered together to aid in promoting all forms of war work a group of twenty or thirty women of the Clark district. This group was selected by the teachers of the school, and met weekly in executive session with the Principal.

"The proposition to have a full-fledged Red Cross Centre at Clark was made at one of these meetings and met with enthusiastic acceptance. Mrs. Post, one of the mothers, was put in charge of the movement, and conferred with Mrs. Hammer and the school authorities. The chief difficulty was found when it developed that there would be available too few Red Cross instructors to handle the proposed centre. It was also necessary to be assured of the general demand for the enterprise.

"To meet the first difficulty, twenty of the Clark War Relief Committee (the official name of the aforementioned group of ladies) enlisted in the training class at Barnes Hospital. To meet the second, circulars were sent home to parents by the children, and about a hundred and fifty ladies (those not doing Red Cross work because it had not been brought geographically close enough to them) signed to work at least a half-day a week. It was evident also that by extending the notice to neighboring schools, we could increase our enrollment indefinitely.

"At this point the scheme was definitely approved and taken over by the Red Cross St. Louis Chapter. While the instructors were being prepared at Barnes, adjusting and equipping was going on at the school, and a great amount of telephoning was being done in the neighborhood as to when we were to begin.

"Four rooms of the school were not this year occupied by classes. By shifting some of the groups of children around, these four vacant rooms were brought together on the ground floor, at the north side of the building, and were turned over to the Red Cross. This seemed the wisest placing of the centre for various good reasons, and experience has shown the judgment to have been correct.

"In due time (April 16) the Centre was opened. Over two hundred white-robed mothers trooped in and filled and overfilled the two working rooms. In the afternoon another concourse assembled. With natural fluctuations in attendance, this has been going on ever since.

"Workers are not confined to Clark School people. The advantage of the work rooms has spread among the church people and from friend to friend, until it is generally known. There has been little or no advertising necessary to secure what workers are needed. There are now enrolled between 1,200 and 1,500 workers. This includes the Soldan High School group of young Red Cross workers, composed of several hundred girls, but does not include a group of about forty Clark School children nor a similar group from our neighboring school.

"The rooms are known as the Muslin Room, the Gauge Room, the Cutting Room, and the Packing Room. Besides these, it was found necessary to put twenty tables in the broad hallway to accommodate the Soldan girls. In the halls also are great bales and packing cases of material to be made up. From the packing room, material is packed to be shipped to France.

"The output of the Centre is second only to the mother centre at Barnes Hospital. This means that a large percentage of the output of St. Louis is made in the Clark School Centre.

"The significant points to school people in the situation are the following:

"It demonstrates that an enterprise of that magnitude can be run in a public school right alongside of the regular school work, and create no distraction, no confusion, no friction. The ladies do not bother the school; the children pay no attention to the ladies.

"It is a splendid example of making the school building a community centre, for the common work both of children and their elders in War activity.

"It is an excellent example of how a school organization, through its management at the inception, through the use of school spirit, and through the use of its advertising advantages, can promote, develop and vitalize enterprises for the public good. The Clark School does not manage or control the Clark School Red Cross Centre, but the Clark School as a social organism is a big, strong mothering factor in its life, as well as being the cause of its beginning. And the Board of Education, through giving the use of the building, is, with little cost to its funds, making a big contribution for a patriotic cause."

The Clark School, A Center for Surgical Dressings.

The Red Cross Parade.

In the inspirational parade of May 18, 1918, to inaugurate the St. Louis drive for $1,800,000 for the second Red Cross war fund of $100,000,000, school children made an effective and beautiful display. The parade ended in Forest Park, at Art Hill; and on its slope, 8,000 children in red capes and caps, flanked by white-robed children who furnished a border, formed a mammoth living cross. Below them, other children, 6,000 of them, fell into place to form the letters of the words "Red Cross." The young workers were literally showing their colors.

Manifestly, not all that has been accompilshed can be reduced to statistics. The bigness of the undertaking—parents, teachers and children working together, school cooperating with school, the cheerful enlistment side by

side of those of varying races and differing creeds—has welded our city into a harmonious community, serving efficiently the furthering of a sublime cause. We believe the present generation of children are learning that Service means sympathy as well as sacrifice, a desire and willingness to help others as well as a feeling that it is one's duty and obligation to do so. They will grow up with a sense of their duty to the commonwealth, with an understanding of the worth of free institutions and good government. They have learned to value and love America in a newer and deeper sense.

In the words of our Superintendent: "It now becomes the great duty and privilege of those engaged in the instruction of these children to keep the schools of St. Louis American in the fullest and truest sense of the word."

WORK OF THE JUNIOR RED CROSS.

Preliminary Organization.

Any examination of the list of Junior Red Cross activities which the St. Louis Public Schools have to report must be undertaken with the knowledge that these activities have been systematically pursued for a period of four and one half months only. It was on January 31, 1918 that the Superintendent called together the first committee to outline a campaign of Junior Red Cross work in the St. Louis Public Schools and it was at the meeting of the Board of Education of February 11th that the report of this committee, as presented by Superintendent Withers, was adopted and Junior Red Cross work was formally begun in the schools.

High School Alumnae Players in Shakespear's Twelfth Night. Presented as a Red Cross Benefit.

The report referred to is as follows:

Cordially approving the declaration of President Wilson that the Junior Red Cross provides an opportunity for a "Realization in public education of the new emphasis which the war has given to the ideals of democracy and the broader conceptions of national life," this Committee submits that statement as an adequate expression of the nature and function of the Junior Red Cross, and offers the follows suggestion:

That the Superintendent of Instruction recommend to the Board of Education

1. That the Junior Red Cross be officially recognized in the St. Louis Public Schools.

2. That the Junior Red Cross be hereafter designated as the only medium through which activities requiring the cooperation of the schools with war-relief and other national and civic movements, not included in the prescribed courses of study, shall be carried on.

3. That this organization in the schools may also serve as the agency for carrying on any other work that the Board of Education may initiate.

4. That the Superintendent of Instruction constitute a Committee which, at his direction, shall act in an advisory or an executive capacity.

CHESTER B. CURTIS, Secretary,
W. J. STEVENS,
L. R. ERNST,
PHILO S. STEVENSON,
GEO. PLATT KNOX, Chairman.

The Junior Red Cross Committee.

To this committee were soon added new members.

The enlarged committee with the functions of its various members is now as follows:

George Platt Knox, Chairman.
Chester B. Curtis, Vice-Chairman.
L. J. Sexton, Treasurer.
T. E. Spencer, Secretary.
Miss T. C. Gecks, Sub-Committee, Enrollment.
Philo S. Stevenson, Sub-Committee, Ways and Means.
W. J. Stevens, Sub-Committee, Salvage.
Miss L. R. Ernst, Sub-Committee, Work.
Miss E. G. Campbell, Drive Sub-Committee.
R. A. Kissack, Manual Arts.

H. C. Irish, School Gardens.
D. Walter Potts, Supt. East St. Louis Schools.
R. G. Russell, Supt. St. Louis County Schools.
Brother Gerald, Catholic Parochial Schools.
W. Hallerberg, Lutheran Parochial Schools.
Edmund H. Sears, Private Schools.
Louis Gustafson, Industrial and Commercial Schools.
Mrs. C. B. Curtis, Sub-Committee, Purchasing.

Junior Red Cross Committee.

Geo. Platt Knox, Chairman, Absent.

Seated from Left to Right: Miss Edith G. Campbell, Chester B. Curtis, Mrs. Virgie Hammar, Miss L. R. Ernst, Miss T. C. Gecks,

Standing from Left to Right: Philo S. Stevenson, R. A. Kissack, Dr. Edward Sears, Lewis Gustafson, L. J. Sexton, W. J. Stevens, T. E. Spencer, R. G. Russell.

Outline of Projected Activities.

Closely following upon its organization the committee agreed that there were four lines of activity properly to claim its attention:

Viz., enrollment of pupils as members of the Junior Red Cross and of schools as auxiliaries, money raising, the encouragement of pupils to perform war winning service and the bringing of the Junior Red Cross before the public in a spectacular way as by parades and festivals. Summarized, these lines of activity finally took the form outlined below:

1. Enrollment in the St. Louis District, comprising, St. Louis City, St. Louis County and East St. Louis, Ill.

    A. Public Schools.
    B. Non-sectarian private schools.
    C. Catholic parochial schools.
    D. Lutheran parochial schools.
    E. Industrial and commercial schools.

2. Money raising.

    A. Through membership on a cash basis of 25 cents per pupil.
    B. Entertainments, festivals, bazaars, cake and pie socials, dances, concerts, games, lawn parties and moving picture shows.

(Chairman George Platt Knox prepared a lecture entitled "The Birth of the Flag," which he presented with success at many schools holding meetings for the purpose of raising funds for the J. R. C.)

    C. Contributions.
    D. Sale of products of thrift gardens, sale of pigs, sheep, rabbits, chickens, calves, etc.
    E. From the sale of salvage.
        1. Tin foil of all kinds.
        2. Collapsible tubes which contained tooth paste, shaving cream, cold cream, extract, vaseline, and other toilet articles.
        3. Gold and silver and broken bits of jewelry for the "melting pot."
        4. Silver-plated water pitchers, castors, teapots and trays.
        5. Scrap zinc.
        6. Clean dry-cell battery zinc.
        7. Battery lead from storage batteries.
        8. Rubber boots and rubber shoes.
        9. Artics.

10. Rubber tire casings of all kinds.
11. Inner tubes.
12. Old clothes wringers.

3. War Winning Service.
   - A. Assistance in Red Cross Drives.
   - B. Thrift Stamp, War Certificate and Liberty Bond buying.
   - C. Bond Campaign help.
   - D. Food production.
   - E. Food conservation.
   - F. Red Cross supplies.
     1. Knitting.
     2. Surgical dressings.
     3. Hospital garments.
     4. Hospital supplies.
     5. Refugee garments.
     6. Making and filling comfort bags and kits.
     7. Carpentry work.
     8. Miscellaneous—Gunwipes, Baby Afghans, Soldiers' Afghans, Patch quilts.

4. Publicity.

   The Junior Red Cross Parade of May 18th, J. R. C. and Liberty Bond Parades local to the school district.

Responsive to the kind invitation of Mrs. Frank V. Hammar, Chairman of he St. Louis Chapter American Red Cross, the committee decided to hold its meetings in her offices. Furthermore, Mrs. Hammar was asked to sit with the committee and to participate in all its discussions. In complying with this request she was compelled to submit to large demands upon her time but her contributions of advice and suggestion were so helpful that her presence at the meetings could have been ill spared.

Following the outline presented above which the committee adopted for its guidance chairman Knox assigned specific duties to every member of the committee and enjoined upon all wholehearted devotion to the large and important tasks which had to be undertaken.

Creating School Auxiliaries.

Among the first of these was the establishment of a basis upon which a school might become an "Auxiliary" and so secure a charter permitting it to work for the Red Cross and a banner significant of its possession of that privilege. It was agreed that schools might become Auxiliaries by one of these three methods or a combination of them as, for example, a cash payment of 25 cents per pupil by a certain number of pupils, supplemented by a pledge from the school that it would complete its cash payment after holding an entertainment for the purpose.

1. Cash basis, the payment into the Junior Red Cross treasury of a sum equal to 25 cents for each pupil enrolled.

2. Credit, in part or total, of a sum equal to 25 cents per pupil. This credit to be secured by a promise of salvage collection or by actual collection, or by activity in the Red Cross Christmas Fund Drive. (For example, a school that had secured three hundred memberships in the Red Cross at the time of the Christmas Drive received credit at once to the extent of six hundred memberships in the Junior Red Cross. If this school had an enrollment of one thousand pupils a cash payment by that school for four hundred memberships would make an Auxiliary of it immediately.)

3. Pledge by principal of school applying, either

   A. That the school auxiliary will contribute to American Red Cross by June, 1918, an amount of made up material done according to specifications of the American Red Cross equal in value to 25 cents per pupil school membership, or,

   B. That the school auxiliary will earn by June, 1918, and devote to School Red Cross Fund an amount of money equal to 25 cents per pupil school membership.

Suffice it to say that throughout the St. Louis District schools of every character which were potential Auxiliaries addressed themselves with the greatest enthusiasm to the task of becoming actual Auxiliaries. At the present time all of the St. Louis and East St. Louis public schools have

enrolled as Auxiliaries. Of a total of 396 school—public, parochial and private—in the District, 381 are now Auxiliaries, or "100%". In justice to the East St. Louis public schools it is to be said in this connection that they became "100%" before the organization of the Junior Red Cross Committee and so were earliest prepared to take their place as active workers.

Raising a Working Capital

The usual arrangement was made by the Red Cross with the Auxiliaries whereby wool purchased from the Red Cross Work Shop when worked up into finished articles could be exchanged for a new supply equal in weight to the knitted garments, but in the case of any other materials, their purchase depleted the Auxiliary treasury to the extent of the amount bought, consequently the schools were under the necessity of keeping their treasury balances replenished in various ways. The school entertainment was the commonest method resorted to and schools and teachers vied with one another in the ingenuity and resourcefulness displayed in making the entertainment attractive to its patrons and seductive to their pocket books.

Many schools chartered a neighboring moving picture house for one or two afternoons and evenings and turned the receipts to the Junior Red Cross treasury. Some held indoor picnics and bazaars, where articles made by the pupils or contributed by patrons of the schools were sold or auctioned. One enterprising school bought, and secured by gift, sandwiches, pie, cake, ice cream and coffee; held double session on a given day and then sold lunches to the pupils, all of whom stayed at school instead of going home for the mid-day meal. Others gave plays, pantomines, concerts or dances and earned thus from twenty-five dollars to five hundred fifty dollars from their efforts.

Early in May a series of concerts was presented by the high and elementary school choruses and orchestras.

By unanimous vote of the pupils taking part, instead of the usual assignment of free tickets to each participant for distribution, an admission fee was charged. The sum of six hundred seventy dollars thus secured was turned over to the general treasury of the Junior Red Cross.

Another lucrative source of revenue to the Auxiliaries was from salvage. Great credit for a high degree of organiation and efficiency in the collection and sale of salvage belongs to the resourceful committee having supervision of this phase of the work.

Junior Red Cross Parade in Forest Park, May 18, 1918. School marching in the form of a Red Cross.

Work.

The list of articles made in the schools will be found at the close of the report on Junior Red Cross activities and testifies more eloquently than any descriptive narrative

how zealously, with what single minded consecration, the St. Louis Schools responded to the call of a nation at war. Although a part of the present report deals with the entire St. Louis Red Cross District, a district not confined to St. Louis City, the appended list of activities entered into and of articles made applies to the public schools of St. Louis only.

Thanks are here rendered the tailoring firms who gave materials to certain schools for the construction of block and patch quilts and to several sewing machine companies whose loan of machines greatly increased the output of machine sewed articles from certain schools. Responsibility for much of the admirable showing made by the schools can be laid at the door of the Work Committee and its untiring chairman.

Marching through Forest Park in the Junior Red Cross Parade, May 18, 1918.

Furthermore, the exceptional skill and organizing ability brought to her task by the head of the Purchasing Committee guaranteed prompt and uniformly satisfactory delivery of selected material to the schools.

Junior Red Cross Parade, May 18, 1918.

Thrift Gardens.

The following statement of the activities of the Thrift Garden Committee is taken from a report by Mr. Irish:

Shortly after the organization of the Junior Red Cross Committee a circular was issued and distributed among pupils with the injunction to show it to their parents. This circular explained the opportunity for war winning service offered both to children and adults by the thrift garden. It was accompanied by a pledge for pupils to sign a copy of which is here submitted.

Passing the reviewing stand in Junior Red Cross Parade, May 18, 1918.

ST. LOUIS CHAPTER, JUNIOR RED CROSS THRIFT GARDEN PLEDGE.

A. I hereby pledge to do my best in the work of the..... .....School garden as a part of the personal service I can render to my country.

B. I desire to enroll as a gardener in a Community Thrift Garden and hereby pledge to do my best in this form of service to my country.

C. I hereby enlist as a gardener in the United States School Garden Army and pledge to maintain at my home..... Street a Thrift Garden measuring.....x.....feet of surface.

I shall willingly cooperate with others in my school in making the best disposal of the produce, either for food in my home or for sale, and subsequent disposal of money so earned.

Date.....

Signed..... Pupil

I approve and I will help all I can.

..... Parent

TO THE PUPIL: Fill out whichever one of the first three pledges A, B or C, you prefer and cross out the two not used.

Approaching the reviewing stand in Junior Red Cross Parade, May 18, 1918.

Although late in being sent out the pledge secured the signatures of four thousand children who were already engaged in this work or who intended to perform garden work at school, at home or in a community garden. Once the pledges began to come in the work of the Thrift Garden Committee was to advise the young gardeners what to plant and how to plant it, what treatment was necessary for the soil, what tools must be procured, how seed could be bought to best advantage, what should be the depth of rows and their distance apart, rules for watering and

weeding and where vacant lots or parts of lots could be secured for planting. With this report going to press in June no summary of results obtained in the way of crops raised for home consumption or for sale can be submitted until later in the summer.

High School Students in Junior Red Cross Parade, May 18, 1918, near Art Hill.

Parades.

The great Junior Red Cross Parade of May 18th and the numerous parades held by individual schools through their respective school districts furnished those opportunities for a display of loyalty and patriotic devotion for which children are always keen. In the first named over eleven thousand children of the upper grades, accompanied by fourteen school drum corps and seven professional bands marched from Lindell and Taylor through Forest

Park past an inspiring human red cross placed on Art Hill then on to the reviewing stand. Every school displayed one or two United States flags, a school banner and the school Auxiliary banner so that the entire procession offered an appearance of variety in uniformity which caused it to take rank with the finest spectacles the people of St. Louis have ever looked upon. None who stood as spectators and none who took part in the parade but felt their hearts burn with new patriotism and new reverence. This parade having been organized and generally directed by Chairman George Platt Knox fittingly crowned his supervisory labors in Junior Red Cross for the year.

High School Students approaching the Wabash Railway Bridge.

SUMMARY.

Junior Red Cross Activities Undertaken and Articles Made by Pupils Between February 12th and June 14th.

1. Money.

Contributed by pupils	$19,019.25
From outside sources	774.97
From concerts, entertainments, festivals, etc.	4,089.14
Total	$23,883.36

In addition to this cash total two schools have pledged themselves to a contribution of twenty-five dollars per month each for the school year 1918-1919. Three schools bought Liberty Bonds and devote the interest to the Junior Red Cross.

2. Junior Red Cross Benefits Held 40
3. Salvage Collection

Waste paper to the value of	$ 3,843.13
Other salvage	728.61
	4,571.74

Salvage of various kinds to the amount of 15,301 pounds had been collected but had not yet been sold at the time of the compilation of this report.

4. Knitting and Crocheting

Sweaters	1,686
Mufflers	376
Afghans	134
Wristlets	2,049
Socks—pairs	577
Helmets	260
Blankets	39
Belgian scarfs	1,460
Wash cloths	365

5. Red Cross Parade, May 18th—pupils participating 11,334
6. Local Parades through Respective School Districts (schools) 25
7. Schools Writing Letters to Soldiers..... 10
8. Applicator Sticks Cut 703,000
9. Sewing

Front Parcels	38,129
Pinafores	80
Woolen patch blankets	24

10.	Thrift Gardens Planted	4,000
11.	Pupil Memberships	
	A. St. Louis District	120,284
	B. St. Louis City	89,502
12.	Miscellaneous	
	Gun wipes	37,315
	Library Books Contributed	1,930
	Snipped Pillows	82
	Articles of clothing for Belgians	130
	Shot bags	2,200

A KNITTING SONG

Or the St. Louis Public Schools.

Suggested by a similar song of the Minneapolis Public Schools, to the Tune of "Over There":

Johnnie, get your yarn, get your yarn, get your yarn;
Knitting has a charm, has a charm, has a charm.
Webster folks are all true blue.
Soldier boys, we'll knit for you.
Hurry every day, don't delay, make it pay.
Our laddies must be warm, not forlorn, in the storm.
Hear them call from o'er the sea,
"Make a sweater, please for me"!

Chorus:

Over here, everywhere,
We will knit for the boys over there,
It's a sock or sweater—
If you can't do better,
Go get your yarn and knit a square.
Have a care, do your share,
Of the work for the boys over there.
Every sweater, we'll make it better,
When we knit for the boys in the trenches over there.

FOOD ADMINISTRATION IN THE ELEMENTARY SCHOOLS.

The food situation and its vital importance in relation to the war, was appreciated very early in St. Louis, and this city was one of the first two cities in the country to organize for the purpose of meeting the situation. From the beginning, the Board of Education has given its hearty cooperation to the Chamber of Commerce Committee working with what was at first known as the Women's Central Committee on Food Conservation, but which has recently been amalgamated with the Food Administration Committee of St. Louis.

Work of Last Summer.

In the spring of 1917, a month before Mr. Hoover arrived in America, the Committee appointed by the Chamber of Commerce to aid in the conservation, production, and distribution of food, held one hundred and fifty mass meetings in various schools of the city, to arouse the people to an appreciation of the great need of conserving food. During the summer one school in each of the twenty-eight wards of the city was used as ward headquarters for the food conservation work. The school buildings were used extensively as meeting places for food conservation schools, and for instruction to children in gardening, the number of schools used having increased to fifty-nine by the end of the summer.

Publicity.

During this school year, the grade schools have cooperated very directly and actively with the Women's Central Committee on Food Conservation, in the various phases of its work. One of the important activities was the distribution of posters throughout the schools, and the distribution among the children and by them to the homes and the district at large, of dodgers and recipes

sent out from the Central Committee. Through the efforts of some of the children, a number of the posters were put up in the stores of the neighborhood. Additional voluntary work was done by some of the teachers and principals in distributing extra posters and recipes to the children, as well as in distributing sets of recipes directly to the mothers in their homes; in the printing privately or at the expense of a special school fund, or through a boys' printing class, of dodgers announcing organization meetings for war cookery classes and canning clubs; and in mimeographing of special personal appeals to the parents to aid in the conservation of food.

Hoover Pledge.

The campaign for the signing of the Hoover Pledge in the schools, and through the schools, in the districts, was very effective and resulted in about 115,140 signatures from the grade schools, and 12,794 from the high schools. In one school, the Clark, especial, detailed food conservation pledge was instituted in each room, and special monitors interviewed each child personally once a week, to get a report as to how far he had been able to keep his pledge. The influence of this went into the homes and the district at large, to the education of the whole neighborhood.

Potato Week.

"Potato Week," which was a week of special interest and effort, was observed very generally in the schools. The activities in behalf of the increased use of the potato included many talks by the teachers, the learning of slogans, the copying and distributing of recipes, the planting of potatoes in the garden, the roasting of potatoes for lunch in an outdoor oven, special lessons on the food value and use of the potato, beside many lessons correlated

with this subject. Speeches on the subject of the more extensive use of potatoes were prepared by the children of one school, the Columbia, and seven of the one hundred speeches were delivered at a meeting of the four upper rooms. An example of the practical results of the potato campaign may be seen in the report of one school, where three children said they had eaten no bread at all during the week, five children had eaten only one slice, and eleven only three slices, while, however in the same room, one unpatriotic boy said he had eaten all the bread he could get.

Food Regulations Carried Out in the Lunch Rooms.

The direct cooperation of the grade schools with the Food Administration in carrying out the food regulations in the regular lunch rooms was possible only in five schools where the Children's Lunch Association had established the Penny Lunches. The wheatless and meatless days were observed in these centers. At one school, the Blow, the Lunch Association has done especially good work through their conservation talks to the children, which resulted in the children's specifying whether or not they cared for the extra slice of bread which is served with the soup, thus often leaving it for another hungrier child, instead of taking it themselves merely to throw it into the refuse can. It was at this school, that a pupil was heard to say to another who had left a little cocoa in her cup, "Do you call that Hooverizing?" Other attempts have been made in the schools to reduce the waste, and to influence the children to bring proper lunches from home. The result has been a gradual reduction of the amount of meat used, and the amount of bread wasted. In one school composed largely of foreigners, the Shaw, it was reported that as late as the first of January, there was still a peck to half bushel of bread scraps left from the chil-

dren's lunches. This now has been reduced to about one-third of that amount. At another school, the Oak Hill, it is said that the janitor's boy was able to buy two suits of clothes a year, by selling the bread scraps for chicken-food. Through the efforts of the principal and teachers, these have been reduced to less than one-tenth of the former amount. The boy is said to have given up school and gone to work.

Use of Schools for Food Administration Classes and Meetings.

Liberal use has been made of the schools for the purpose of organizing the Food Administration War Cookery Classes. In about thirty schools, the Mothers Clubs and Parent Teacher's Associations were addressed by members of the Central Committee on Food Conservation for the purpose of informing the mothers concerning the need of conservation; for the purpose of organizing classes in substitute cookery to be held in the schools and libraries; and for organizing district helpers for food and price investigation. In one school, the Fremont, the Parent Teacher's Association had several talks by the principal also, on the correct feeding of children as well as on the subject of food conservation. At the Patriotic Food Show in the Coliseum, this same organization took charge of one afternoon, when the subject of the proper feeding of children and the work of the Children's Lunch Association was brought to the attention of the public.

Only about six grade schools have been used during the year for the cookery classes themselves, because there is no gas connection in most of them, outside of the domestic science centers, and these rooms are too small to hold an audience. The average attendance in the cooking classes in the schools is about seventy-five.

Additional use has been made of the schools recently, for the purpose of organizing the Boys' and Girls' War

Canning Clubs, conducted by the United States Department of Agriculture. Ten grade and two high school domestic science centers are to be used this summer by these clubs for canning and drying. About six hundred signatures of boys and girls from ten or eleven to eighteen years of age have been sent in,—one west end school sending the signatures of thirty-five boys. Practically all the schools in the city will be represented in this work, since additional centers are to be established at the play grounds, and no one will be deterred from joining the club, for the drying at least, since it involves no expense for containers.

Every member of the Canning Club takes the H. Pledge of the National Organization as follows: "I consecrate my head, my hand, my heart, my health, to the conservation of food, and to do my part to win the war for World peace." The pupils may bring their own home garden produce, or the food is bought, and the cost prorated among the Club members canning on that day. Each child pays for what he cans, and takes the food home with him. At the Municipal Play Day the last of August, the canned goods are exhibited. The Club members are encouraged to join a demonstration contest. The team of three which wins at this contest between the centers, is given a trip to the State Fair at Sedalia in the fall, and the winning team of the state goes to Washington in January. The boys and girls of the Meramec and Froebel Schools organized a Canning Club several weeks before school closed, and their club began canning at the opening of the Wild Hunter Market, on May 24th. This phase of food conservation work is very valuable as it is educating the children in home industry for times of peace as well as war.

Thrift Gardens.

In response to the need for greater production of food, increased effort has been exerted in the maintenance

of thrift gardens. There are about seventy-four school gardens maintained either at the schools or on vacant lots in the neighborhood.

The majority of these gardens are community gardens, and the proceeds from most of them are to go to the Junior Red Cross. The acreage of the school gardens has been increased by about one-third of the amount cultivated last year, and many more vegetables, to the exclusion of flowers, have been planted.

Individual Thrift Garden at Old Open Air School.

The number of individual thrift gardens is at least 10,000, as far as it has been possible to estimate, a large majority of which are home thrift gardens. It seems that the number of individual gardens started this year was

less than that of last year, but the number that are actually being maintained at the present exceeds the number maintained last year. The School Garden supervisor and his assistants supervise the school gardens during the summer and are ready to help with the home thrift gardens at the request of the individual children, if this request comes through the school. To encourage the children to work in their individual gardens during the summer, several schools hold exhibits of vegetables in the fall. The interest and cooperation of the mothers in the subject of gardening was manifested in at least one school, which reported that several programs on gardening were given at the mothers' meetings.

Junior Protective Garden League.

Another aspect of food production through garden activities which has been encouraged through the schools, is that represented by the Junior Protective Garden League of the Women's Central Committee on Food Conservation. Last year, the membership was between eight and nine hundred; this year it is about fourteen hundred, and represents fifty-four schools. This organization is for the protection of the gardens in all parts of the city, against destruction and depredations, and very effective work has been done. This year, in addition, the Garden Club of the League offers to those members who wish it, an individual garden plot in one of the five League Community gardens, which are maintained on vacant lots in various parts of the city and are each directed by a supervisor and assistants. The seeds are furnished the children, and the garden tools are loaned them. The children are working their gardens twice a week now instead of once a week as during the spring. Where the distance from the home is great, the League furnishes the carfare. Through the cooperation of the State Department of Agriculture, an expert gardener visits each center once a week to give advice to the chil-

dren. The products of the gardens are to be sold by the children, probably at a junior curbstone market to be established at each center, and the money received by each child is to be invested in thrift stamps. The garden products left over from the market are to be canned by the children, probably at the Boys' and Girls' Canning Club centers.

Members of the Junior Protective Garden League Receiving Instructions from Prof. Emberson of the U. S. Department of Agriculture at the Community Garden on Abb Avenue and 18th Street.

Such have been the various activities of the schools in response to the food situation. The Women's Central Committee on Food Conservation has expressed hearty appreciation of the cooperation of the Board of Education, and regards the good resulting from it, as "incalculable." This, however should only inspire us with the determination to accomplish still more next year, not only to help

win the war, but to establish for all times, habits of intelligent management in which we as a people have hitherto been lacking, and which are just as necessary in times of peace.

DEPARTMENTS OF MANUAL ARTS AND DRAWING.

Domestic Science Department.

One of the first departments to feel the effects of the war was the Domestic Science Department. The increasing cost of food supplies was apparent two years ago. The teachers of cooking were compelled to adjust the recipes to the market conditions and plan substitute ingredients some time before the present movement for food conservation was deemed necessary. It has been a splendid opportunity to impress upon the children the necessity of food conservation and to show in the regular cooking classes what can be done in this direction. All the girls in the eighth grade have weekly lessons in cooking and these lessons carry over into the homes, as there have been many requests from parents for the recipes used in the school cooking classes. In the high schools the opportunities have been still greater, though unfortunately only those girls in the Domestic Science Course have had the benefit of the instruction in food conservation.

It was not, however, until the fall of this school year that any participation in outside activities was attempted. At the request of the Women's Central Committee on Food Conservation, an exhibit of war breads was held in the exhibit rooms of this committee (905 Locust St.). Each grade center, fifteen in number, sent six small loaves, and each of the ten high schools ten loaves each. Every known and many unusual ingredients were used. It was a most attractive and appetizing exhibit, and several of the local bakeries asked permission to use some of the recipes used. A number of the loaves were made of combinations of ingredients that had not until then been employed.

The exhibit lasted two days, November 22nd and 23rd, and the bread was then given to one or two charitable institutions.

One of the most attractive and interesting exhibits of the Food Show was the cereal booth, under the direction of the Public Schools. A Home Economics teacher was in charge each day with a different group of girls, who demonstrated the making of yeast and quick breads from cereals other than wheat. Delicious samples and practical information were dispensed and many new combinations received favorable comment.

During the week of February 3rd the Food Show was held at the Coliseum. Groups of students from the domestic science classes, under the direction of their teachers, gave demonstrations of war breads in a booth well equipped for the purpose. Two groups gave demonstrations in the mornings, two in the afternoons, and two in the evenings. The day demonstrations were given by grade school pupils and the evening demonstrations by high school pupils. The recipes were in printed form and were sold at the entrance to the exhibition. When the demonstrations were in progress, placards were posted on the booth announcing the

recipe that was being demonstrated, and the audience could follow the recipe in their books and see the mixtures made, baked, and the results distributed. This was an excellent opportunity to bring before the public not only the subject of food conservation, but also the fact that the Domestic Science Department was doing its share and living up to its opportunities.

In the sewing classes in the grade schools, very little war work has been done, owing to the fact that sewing machines are not a part of the equipment. Only hand sewing is taught in the grade centers and there is very little hand sewing needed on the various articles recognized by the Red Cross. In the high schools the following articles were made: 13,355 Front Bags, 900 Laundry Bags, 1000 Comfort Kits, 2233 Refugee Garments. These, of course, were more or less incidental and do not in any sense represent the amount of work that the high schools could turn out if a definite allotment of work were decided upon. The formation of the Junior Red Cross, of which each school is a member, will do much to make possible a definite assignment of work to be done by this department.

While not strictly a war activity, a valuable feature has been the remodeling of old garments. The materials in garments that have been discarded are often of a superior quality and only require some effort to convert them into excellent garments. This work has proved of especial value in the evening schools, where the re-making and dyeing of garments have been successfully carried out.

The teachers of domestic science, in addition to their work in the schools, have given their time outside of school hours as teachers of the Hoover Cooking Classes.

These have been the chief war activities of the Domestic Science Department, but, as stated, it is felt that the daily class instruction is of such a nature as to be of direct service in teaching economy of food and materials.

Drawing Department.

The work of the Drawing Department has undergone considerable change during the past year. The industries of the country have an increasing need of drawing, and "industrial art" has been dwelt upon to a greater extent than heretofore. While America has always made use of pictorial art in advertising to a greater degree than other nations, the past year has shown how great its help is in putting before the people the ideas necessary in the unification of the nation's thought. The best artists of the country are now giving their time to help put before the people ideas than can best be expressed graphically. What could be more expressive than the poster, "Halt the Hun," to name only one of the posters of the Third Liberty Loan?

In the high schools, the Art Department has made all manner of posters for the school activities. The figure drawing has been of such a nature that it could be of immediate use in the designing of posters.

In the grade school classes, work in design has been made a very prominent feature, and the pupils have been led to see that drawing is the basis for everything that man makes. For the construction of the simplest moulding in the school room, or the greatest battleship, a drawing must first be made. The subject is so large and so generally interesting, and also so little realized, that the present is regarded as a very opportune time to impress the grade school children with its importance. America will need designers in the years to come as never before in its history.

Posters were made to advertise the various school entertainments, the proceeds of which were given to the Junior Red Cross. Various articles were also made for school bazaars, etc., and generally speaking, wherever it was possible, the work in drawing has been put to use.

The supervisors designed and stencilled the Junior Red Cross banners. As each school became a member of the St. Louis Chapter of the Junior Red Cross, it was given material for its banner. This banner was to be made by having the lettering cut out of blue cloth and sewed to the white cloth of the banner. The difficulties of cutting letters from cloth with the impossibility of securing any uniformity in about one hundred and fifty banners made it necessary to devise some mechanical means of overcoming this condition. The drawing supervisors accordingly designed an agreeable arrangement for the lettering and made stencils so that the individual letters could be cut out and fitted to the position stencilled on the banner. This saved a considerable amount of time and effort on the part of the teachers and pupils.

Manual Training Department.

In the grade manual training centers where boys of the seventh and eighth grades receive instruction in wood work, comparatively little war work has been done. However, a number of gameboards have been found acceptable in the various cantonments. The boys in the eighth grade of the Franklin School constructed one hundred and fifty hat racks for the surgical dressings class at the Barnes Hospital. These hat racks were constructed at the school and then taken to the hospital where they were fitted and attached to the chairs. There are several objects that could be made in the grade centers, such as bed-trays and other simple things in wood for hospital use, but the Medical Corps has not as yet authorized the construction of these. The near future will undoubtedly see this work standardized as to design, and allotments made to various cities. In the work of the re-education of disabled soldiers, the simple benches and appliances needed could be made by eighth grade boys.

Making Checker Tables for the Cantonments.

In the high schools, considerable work has been accomplished. The wood-working classes of Cleveland High, McKinley High, and Yeatman High Schools have each completed ten double game tables for use in the Y. M. C. A. rooms at the cantonments. In addition, furniture has been built for the rest rooms and women's quarters of the Red Cross buildings. Of this furniture, McKinley High School classes made ten oak folding gate-leg tables, Yeatman High classes ten enameled dressing tables, and Sumner High School five oak benches. In the fall term other furniture will be made, as well as andirons, fire screens, bracket lamps, etc., by the blacksmithing classes. All of this furniture had to be of the highest quality as to workmanship and finish.

TECHNICAL TRAINING FOR MEN IN THE SELECTIVE DRAFT.

Evening Classes.

At the request of the Federal Board of Vocational Education, evening classes were opened February 21, 1918, for men in Class 1-A, who had not yet been called into the service. These classes were held Tuesday, Thursday, and Saturday evenings from 7:00 to 9:40, and were assigned as follows:

Central High School.

3 classes Auto Mechanics
1 class Machine Shop
1 class Airplane Woodworking
2 classes Radio and Buzzer Operating

McKinley High School.

1 class Auto Mechanics
1 class Machine Shop

Soldan High School.

3 classes Auto Mechanics

The purpose of these classes was to open to men in the selective draft who had had some technical training, a brief intensive course of instruction in processes and operations carried on by the army under war conditions. The army needs a great many mechanicians who can be welded into the regular army organization. The evening classes were the preliminary attempts to help supply the need by giving some preliminary training in the school shops. It is manifestly impossible to make skilled mechanics in a few evenings each week, but with the needs known, it is possible to train men to perform certain specific operations in the vocations.

To date, 105 men in Auto Mechanics, 46 men in Radio and Buzzer operating, 30 men in Machine Shop Practice,

and 20 men in Airplane Wood-working have been inducted into the service. It is hoped that the army finds the time has been well spent.

Day Classes.

On March 25, 1918, the Board of Education of St. Louis signed a contract with the U. S. Government to house, feed, and instruct three successive contingents of 275 men each. These men were to be regularly enlisted men under army officers, and were to receive military instruction as well as instruction in certain trades and occupations. The term of shop instruction for each contingent was sixty-eight days.

The Board of Education sub-let the contract for housing and feeding the men to the Y. M. C. A. The men who attend the Ben Blewett Junior High School and Soldan High School are housed at "The Lodge," 5512 Etzel Ave., and those who attend Central High School are housed at the Central Y. M. C. A. Annex. In order that the students in the manual training courses of the Junior, Soldan, and Central High Schools should not lose any part of their shop work, arrangements were made whereby they should receive instruction before and after school hours and on Saturday mornings. They were thus able to complete their work before the arrival of the enlisted men.

The distribution of the men and the training given is as follows:

Ben Blewett Junior High School.

Blacksmithing	25 men
Machine Shop Practice	25 men
Woodworking	25 men

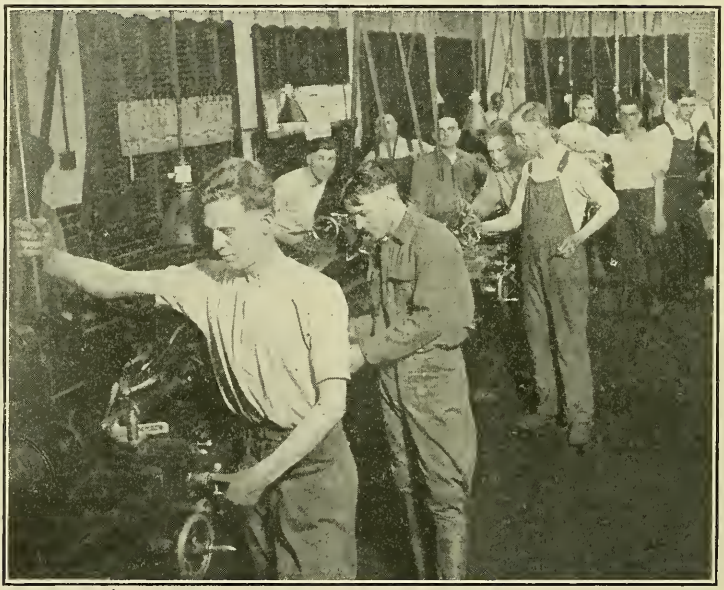
Soldan High School.

Auto Mechanics	25 men
Blacksmithing	25 men
Machine Shop Practice	25 men
Woodworking	25 men

Central High School.

Auto Mechanics	50 men
Machine Shop Practice	25 men
Woodworking	25 men
Total	275 men

Eleven instructors are engaged in this work, twenty-five men being enrolled in each class.



A portion of the machine shop showing the soldiers being trained to become lathe operators. Each man was trained to operate one machine only.

It should be a source of pride to the citizens of St. Louis to know that the shops in the high schools are so well equipped and the instructors of such qualifications that they met the standards and requirements of the Government. Bulletins issued by the War Department were made

the bases of the courses of study in the vocations taught. In addition, the instructors made visits at stated intervals of time to Scott Aviation Field, and were thus able to familiarize themselves with the conditions that would confront the men in their charge when they were sent to a camp.

The first contingent of 275 men arrived April 15, 1918, and finished their training June 10, 1918. The men thus did not receive their full allotment of time, the Government requesting that they be sent to various camps upon the latter date. In spite of the shortened time, the men in the first contingent have made remarkable progress. It has been a revelation to see what can be done with intensive training when backed by a motive such as these men have.

Many of the men were wholly unfamiliar with the work they had undertaken. This was due not to the fact that the wrong men had been assigned to the work as to the shortage of mechanics. It is, of course, due to this shortage of mechanics of draft age that it was necessary to establish these training classes. The attitude of the men has been splendid. They attacked every difficulty as though it was a German. On the days following the inoculations, the majority of the men felt quite ill, but they worked every minute they were able. With this attitude united to the enthusiasm of the instructors, it was possible to accomplish what they did in such a short period of time.

Many interesting problems of administration have arisen in carrying on the work. The War Department sent for the use of the Auto Mechanics classes, two "Liberty B" standard truck motors, two Ford motors, and one Dodge Bros. motor. These, of course, were insufficient to give the preliminary training to the men in these classes. The Board of Education accordingly purchased a number of old motors of various makes, and in every possible state of repair, at little more than "junk" prices. These motors

can be re-sold at the end of the period of training for at least as much as was paid for them, as they are all now in good working condition.

A group of propeller makers. This picture shows the methods used in this branch of woodworking, as well as the form of bench improvised. The men work in pairs.

As soon as the preliminary training had been given, work was begun on the repair of trucks and pleasure cars. Arrangements had been made for owners of cars to have repairs made free, the parts being purchased by the owners before work was begun. This made possible a constant supply of repair jobs which in many cases were far more difficult than the men will be called upon to undertake in the field. It was the best of training, however.

In all the classes, the men at the close of their period of training, were rated as "Expert," "Journeymen," or "Apprentice." Those men rated Expert were those who had

experience in the particular vocation before entering the class and who showed that they were in every sense experts in their work. Journeymen were those men who had some experience before entering the class and were found capable of doing the ordinary work required. Apprentices were those who had no previous experience, but had made satisfactory progress, and who would make good mechanics with more experience.

In the Blacksmithing classes practically none of the men had had any previous experience. It was in these classes that the most surprising progress was made and the majority of the men did work that would be a credit to the ordinary journeyman blacksmith.

Among the first objects made were bolts. Bolts of all sizes were needed for stands for motors, propeller testing stands, etc. Large bolts were also forged for use in the machine shop, where they were machined down to standard sized bolts for planers and shapers. The welding of chain links was an important item. Each man made at least four feet of two-inch chain links, and became able to make very good welds. Various other welding was done until the men could weld tool-steel and iron. They repointed picks, made blacksmithing tools in large numbers, dressed and tempered various heavy tools, and made repairs needed on cars in the Auto Mechanics classes. The final work was the working of tool steel. Flat and "S" wrenches, special wrenches for different makes of machines, blanks for milling cutters, and other machine tools were a few of the things made. It will be seen that little was omitted that could come in the day's work of the blacksmithing.

In the Machine Shop classes it was understood that it would be impossible to make general machinists in sixty days. Instead, the men were taught to operate a single machine, such as a lathe planer or shaper, milling machine, universal grinder, etc., or were taught to become bench

hands. They spent the entire period of training on the single machine. The result was that the majority of the members of the machine shop classes could be certified as journeymen operators of individual machines. This is not a remarkable condition in the light of what has been accomplished in less time in the training of women for machine shop work in England and France.

A "close-up" showing the manner of testing the work on a propeller. At points four inches apart, the curves must conform to templates. The work must be exceedingly accurate, the slightest deviation from the true form rendering the propeller useless. The propellers are finally balanced on testing stands and varnished.

It has been possible to do a large variety of work, due to the needs of the other shops. As an instance, a large number of socket wrenches were needed in the auto mechanics classes. The lathe hands turned the cylindrical parts, the drill press operators drilled the holes for the

A view of the standard Government truck motor, called "Liberty B." This group has taken the motor down, and has just completed re-assembling it. All the members of the class are divided into similar groups, and given work on typical motors.

sockets and handles, the milling machine operators made the hexagonal and square broaches, and the bench hands assembled and case-hardened the wrenches. This was one of many jobs that were handled in like manner. A large number of repair jobs were constantly on hand, a large amount being repairs on automobiles.

In the wood-working classes the attempt was made to train the entire class for airplane wood-workers. After two weeks of preliminary work it was found that a number of the men in these classes would not develop sufficient skill to become airplane woodworkers. A second division was accordingly formed in each class and these latter were taught to become carpenters. Government specifications

and blue-prints of the cantonment buildings were secured so that the character of the training would be in line with what would be required of the men when they were assigned to the camps. The carpenter divisions of the woodworking classes at Junior High and Soldan High Schools built the garage for the auto mechanics class at Soldan High School. The carpenter division at Central High School erected a typical one-room building, which will be torn down, cut to slightly smaller dimensions and erected by the second contingent.

The airplane woodworkers were taught to repair airplane parts, to repair propellers, and finally taught to make propellers. Airplane parts were donated to the schools by local firms manufacturing airplanes, and were such parts as did not pass inspection. Damaged propellers were loaned by the commanding officer at Scott Field, Ill., and these, together with the Government specifications for propeller making, made it possible to turn out propellers in a very satisfactory manner.

It will thus be seen that the work of these Technical Training classes is carried on under very favorable conditions. The one thing the men lack is field experience. However, working conditions at the schools have been made to approximate the army conditions. The proximity of Scott Field has enabled the instructors to visit frequently and keep in touch with the constantly changing requirements.

The carpenters built a garage for work on these machines, but pending its completion, work was done in the open air.

It is believed that the men sent out from these classes will be able to give a good account of themselves and will do justice to their training. Upon the departure of the first contingent each man was given a stamped envelope addressed to his instructor and asked as soon as he was definitely located to send back to the school any suggestions that he could make that might be of help in the training of the second contingent. The returns have, in many instances, proved exceedingly valuable.

VOCATIONAL TRAINING RESULTING FROM WAR CONDITIONS.

In all the nations at war the earliest necessity has been the replacement of the workers who were in the fighting line. England and France have accomplished this in a large measure by training women to take the place of skilled and semi-skilled workmen. They have also trained men who were beyond the fighting age and who were workers in occupations not necessary to the prosecution of the war, in work that was necessary.

America has already done much in this direction. Many of the large industries have what are called "vestibule" schools, where the inexperienced are trained to become skilled in the work required. These are in every sense schools. Workers are taught, and left to "pick it up" through years of apprenticeship, and much of the time saved that has hitherto been wasted. These vestibule schools are successful because the instructors are experienced in the things they teach and school conditions are actual working conditions.

There are, however, some occupations that can best be taught away from the actual working conditions. As an instance, stenography and typewriting are such. It would be manifestly impossible for young women to learn these subjects in a commercial office. Realizing this, the commercial schools have carried on a successful existence, and most of the public school systems of the country have placed a commercial course among their courses of study.

It was therefore a very natural thing, when the Women's Committee of National Defense, Missouri Division, wished to open a class for stenography and typewriting that they turned to the public schools. The purpose of this class was to prepare women to take over positions made vacant by war conditions. The class was opened at Central High School, February 27, 1918, and con-

tinued two months. The hours of attendance were from 3:00 to 6:00 P. M. The expense of instruction was met by charging each member of the class a nominal sum.

Of the fifty original members of the class, forty-five completed the two-months of training. These students are now doing advanced work during the mornings of the summer school period at Central High. A second class for beginning students has been opened at Central High School for the summer school term, which lasts six weeks.

Thus has been started the training of women for specific occupations. As the war goes on an increasing need of such training will be evident. As a general proposition it may be stated that given the qualifications and state of proficiency desired, it is possible to plan a course of study that will give to the students these qualifications. The schools have before them the greatest opportunity in their history for showing their immediate value to the community.

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